DOCUMENT RESUME

ED 094 169	88	CE 001 674

TITLE	Vocational Reading Power Project. End of Budget Period Report for a Supplementary Educational Center and Services. (July 1, 1971-June 30, 1972).
INSTITUTION	Michigan State Dept. of Education, Lansing.; Oakland County Schools, Pontiac, Mich.
SPONS AGENCY	Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
PUB DATE	Sep 72
NOTE	298p.
EDRS PRICE	MF-$0.75 HC-$13.80 PLUS POSTAGE
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IDENTIFIERS	Michigan

ABSTRACT

The target population of this project consists of students enrolled in four regional vocational education centers which serve selected students who desire to receive enriched and specialized vocational education during the 11th and 12th years of public school. The project goals for the first year related to identification of students' reading abilities, their preprogram rates of reading growth, and the readability level of basic assigned texts. The first 23 pages of the end of period budget report present statistical, financial, and evaluation data relevant to the stated goals. The remainder of the document, approximately 275 pages, is appendixes: (A) summaries of reading test data and evaluation of posttesting procedures; (B) comparisons between the readability of textbooks used at the centers and students' reading abilities; (C) instructor survey and summary of findings; (D) evaluation of project data; (E) publications and articles; (F) letters of interest; and (G) selected bibliography. (AJ)

USOE

VOCATIONAL READING POWER

MDE - 0671

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CE

END OF BUDGET PERIOD REPORT
FOR
A SUPPLEMENTARY EDUCATIONAL CENTER AND SERVICES
TITLE III - PUBLIC LAW 89-10, As Amended

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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September, 1972

Oakland Schools
An Intermediate District of School Administration
2100 Pontiac Lake Road
Pontiac, Michigan 48054

CE001674

ED 094169

MICHIGAN DEPARTMENT OF EDUCATION

ESEA TITLE III

Lansing, Michigan 48902

VOCATIONAL READING POWER PROJECT

END OF BUDGET PERIOD REPORT

FIRST YEAR (JULY 1, 1971 TO JUNE 30, 1972)

MICHIGAN DEPARTMENT OF EDUCATION

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ESEA TITLE III

Lansing, Michigan 48902

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MICHIGAN DEPARTMENT OF EDUCATION

ESEA TITLE III

Lansing, Michigan 48902

PART I

STATISTICAL DATA

GE-4392
8/72

Michigan Department of Education
General Education Services
ESEA TITLE III UNIT
Box 420 Lansing, Michigan 48902

PART I - STATISTICAL DATA

RECEIVED
OCT 13 1972

ESEA TITLE III STATISTICAL DATA

Elementary and Secondary Education Act of 1965 (P.L. 89.10)

E & D Centers Program

THIS SPACE FOR STATE USE ONLY

BUDGET PERIOD	PROJECT PERIOD	PROJECT NUMBER	No. of LEA's Served
Beginning Date Ending Date	☐ 1st ☐ 2nd ☐ 3rd		

MAILING INSTRUCTIONS: Return the ORIGINAL (BLUE) copy and four WHITE copies not later than 90 days after the date of termination of the BUDGET PERIOD to the STATE address indicated above. Retain ONE copy.

SECTION A - PROJECT INFORMATION

EDUCATIONAL AGENCY	Legal Name Oakland Schools		District Code No. 63,000	Telephone – Area Code Local No. 313-338-1011
	Address 2100 Pontiac Lake Road	City Pontiac	County Oakland	Zip Code 48054

2. REASON FOR SUBMISSION OF THIS FORM (Check One Only)
   - A. ☐ Application for Initial Grant (First Budget Period)
   - B. ☐ Application for Second Budget Period
   - C. ☐ Application for Third Budget Period
   - D. ☒ End of Budget Period Report

3. IN ALL CASES EXCEPT THE INITIAL GRANT, GIVE THE MICHIGAN DEPARTMENT OF EDUCATION ASSIGNED PROJECT NUMBER. 0671

4. EMPHASIS OF PROGRAM (Check One Only) ☐ Experimental ☒ Demonstration

5. TYPE OF ACTIVITY (Check One Only)
   - A. ☐ Planning of Program
   - B. ☒ Operation of Program

6. PROJECT TITLE (10 Words or Less) Vocational Reading Power

7. PROJECT FOCUS (Check One Only)
   - A. ☒ General Education
   - B. ☐ Handicapped
   - C. ☐ Guidance and Counseling

8. TITLE III BUDGET SUMMARY FOR PROJECT

STATE USE ONLY

	BEGINNING DATE		ENDING DATE		FUNDS REQUESTED	NEGOTIATED BUDGET
	Month	Year	Month	Year		
A. Application for Initial Grant (First Budget Period)	July	1971	June	1972	132,870.89	132,871.00
B. Application for Second Budget Period	July	1972	June	1973	132,210.00	
C. Application for Third Budget Period	July	1973	June	1974	132,526.00	
D. Total Title III Funds						
E. End of Budget Report (Final)						

9. PROJECT DIRECTOR OR CONTACT PERSON

Name Dr. Roy J. Butz Title Director, Reading and Language Center	Address (Number, Street, City, State, Zip Code) 2100 Pontiac Lake Road Pontiac, Michigan 48054	Phone Number 338-1011 Ext. 442	Area Code 313

10.

Name of Person Authorized to Receive Grant & Title (Please Type) William J. Emerson, Superintendent	Address (Number, Street, City, State, Zip Code) 2100 Pontiac Lake Road, Pontiac, Michigan 4805

11

Signature of Person Authorized to Receive Grant	Phone Number 338-1011	Area Code 313

SECTION B- PARTICIPANTS

1. NO. OF PARTICIPANTS

	SCHOOLS	STUDENTS			TEACHERS		OTHER	
		Elem.	Sec.	Adult	Elem.	Sec.	Prof.	Non-Prof.
a. DIRECT PARTICIPATION	*PUBLIC		3,125			80	9	
	* NON-PUBLIC		142					
b. INDIRECT PARTICIPATION	*PUBLIC		18,394			915		
	* NON-PUBLIC							

*Refer to Instructions.

2. TOTAL NUMBER AND PERCENTAGE OF STUDENTS DIRECTLY SERVED

	WHITE	NEGRO	ORIENTAL	LATIN AMERICAN	AMERICAN INDIAN	TOTAL
a. Number	3,092	137	9	26	3	3,267
b. Percentage	94.63	4.20	.27	.79	.09	100%

3. NUMBER AND PERCENTAGE OF RURAL/URBAN DISTRIBUTION OF STUDENTS BEING DIRECTLY SERVED BY PROJECTS

	RURAL [1]		STANDARD METROPOLITAN AREA [2]		OTHER URBAN [3]		TOTAL PARTICIPATION [4]
	FARM	NON-FARM	LOW-SOCIO-ECONOMIC	OTHER	LOW-SOCIO-ECON	OTHER	
a. Number of Participants being Directly Served		744	378			2124	3,267
b. Percentage being Directly Served		22.7	11.5			65.8	100%

1. RURAL means an outlying area of less than 2,500 inhabitants.
2. STANDARD METROPOLITAN AREA-LOW-SOCIO-ECONOMIC AREA means an area with low-socio-economic level within a city of 50,000 inhabitants or more.
3. OTHER URBAN means areas with less than 50,000 inhabitants but more than 2,500 inhabitants; this category includes suburbs.
4. The total percent distribution must total 100%.

GE-4397
(Page 3)

SECTION C- APPLICANT SCHOOL DISTRICT INFORMATION

1. GENERAL INFORMATION

GENERAL INFORMATION	U.S. CONGRESSIONAL DISTRICT	MICHIGAN	
		Senate District	Rep. District
Applicant District	18 and 19	14-17	60-69

2. DISTRICT AVERAGE PER PUPIL EXPENDITURE

		LOCAL	STATE	OTHER	TOTAL
A.	BUDGETED FOR CURRENT FISCAL YEAR	554.00	342.00	4.00	900.00
B.	ACTUAL PRECEDING FISCAL YEAR 19____	493.85	305.14	3.95	802.94
C.	SECOND ACTUAL PRECEDING FISCAL YEAR 19____	422.44	386.40	7.40	716.24

3. APPLICANT SCHOOL DISTRICT ENROLLMENT

		GRADES							ADULT	OTHER	TOTALS
		PRE-K	K	1	2	3	4–6	7–12			
ENROLLMENT OF APPLICANT SCHOOL DISTRICT	Public*	840	16527	16734	17229	17466	54250	111136	550	3589	239683
	Non-Public**	187	324	1417	1627	1721	5758	11370		163	22567
PERSONS DIRECTLY SERVED BY PROJECTS LIVING IN APPLICANT DISTRICT	Public										
	Non-Public							1500	75		1575

*DS-4061 DISTRICT SUMMARY: 1971 Fourth Friday Membership and Personnel Report
**DS-4325 Private & Parochial School Membership Report

SECTION D- COOPERATING SCHOOL DISTRICT INFORMATION

1. COOPERATING SCHOOL DISTRICTS (PUBLIC AND NON-PUBLIC)

		GRADES							ADULT	OTHER	TOTALS
		PRE-K	K	1	2	3	4–6	7–12			
ENROLLMENT OF COOPERATING SCHOOL DISTRICTS	Public*										
	Non-Public**										
PERSONS DIRECTLY SERVED BY PROJECTS OTHER THAN THOSE IN APPLICANT DISTRICT	Public										
	Non-Public										

*DS-4061 DISTRICT SUMMARY: 1971 Fourth Friday Membership and Personnel Report
**DS-4325 Private & Parochial School Membership Report

2. COOPERATING SCHOOL DISTRICTS (PUBLIC AND NON-PUBLIC)

TOTAL NUMBER OF COOPERATING SCHOOL DISTRICT DIRECTLY SERVED	U.S. CONGRESSIONAL DISTRICTS REPRESENTED (LIST DISTRICT(S)NUMBER)	STATE MICHIGAN REPRESENTATION (LIST THE NUMBER(S))	
		Senate	Rep.
28	18 and 19	15, 17	62, 67, 69

* Applicant district is a County Intermediate Unit of Administration serving 28 school districts, all of which directly or indirectly benefit from the Project.

3. AVERAGE PER PUPIL EXPENDITURE OF COOPERATING SCHOOL DISTRICTS

	LEGAL NAME OF COOPERATING SCHOOL DISTRICT	AVERAGE PER PUPIL EXPENDITURE			
		Local	State	Other	TOTAL
1.	Avondale	453.82	392.07	1.10	847.00
2.	Berkley	545.66	387.90	.47	934.03
3.	Birmingham	869.90	216.98	6.24	1093.12
4.	Bloomfield Hills	895.08	225.76	1.24	1122.08
5.	Brandon	311.14	372.39	.00	683.53
6.	Clarenceville	559.05	349.10	.73	908.88
7.	Clarkston	252.59	420.44	.00	673.03
8.	Clawson	316.56	406.35	.10	722.92
9.	Farmington	597.63	338.57	.37	936.57
10	Ferndale	572.14	355.00	.00	927.15
11.	Hazel Park	395.49	446.76	3.89	846.11
12.	Holly	329.10	372.14	.92	702.16
13.	Huron Valley	425.26	349.30	12.06	787.26
14.	Lake Orion	275.22	390.25	.61	666.08
15.	Lamphere	754.20	304.77	.10	1058.98

CERTIFICATION: I certify that the information submitted on this report is true and correct to the best of my knowledge.

Date 9-15-72

Superintendent or Authorized Official (Signature)

Contact Person Dr. Rey J. Butz

Telephone 313/338-1011
Area Code/Local No.
Ext. 442

AVERAGE PER PUPIL EXPENDITURE OF COOPERATING SCHOOL DISTRICTS

	LEGAL NAME OF COOPERATING SCHOOL DISTRICT	AVERAGE PER PUPIL EXPENDITURE			
		Local	State	Other	TOTAL
1.	South Lyon	473.85	297.58	1.30	772.75
2.	Madison	336.84	432.43	51.00	820.15
3.	Novi	580.92	238.55	.00	819.47
4.	Oak Park	1214.94	206.11	6.27	1427.32
5.	Oxford	328.28	371.22	1.05	700.55
6.	Pontiac	633.50	303.18	57.35	994.03
7.	Rochester	528.07	300.71	1.00	829.78
8.	Royal Oak	568.79	306.08	3.17	878.04
9.	Southfield	784.02	199.75	1.67	985.44
0	Troy	778.33	229.86	.10	1008.20
1.	Walled Lake	507.42	309.39	1.47	818.28
2.	Waterford	402.57	413.09	12.50	828.16
3.	West Bloomfield	556.03	304.54	.69	861.26
4.					
5.					

CERTIFICATION: I certify that the information submitted on this report is true and correct to the best of my knowledge.

Date 9-15-72

Superintendent or Authorized Official ______ (Signature)

Contact Person Dr. Roy J. Butz

Telephone 313/338-1011
Area Code/Local No.
Ext. 442

MICHIGAN DEPARTMENT OF EDUCATION

ESEA TITLE III

Lansing, Michigan 48902

PART II

FINANCIAL DATA

DS-4316-3
7/72

BUDGET PERIOD (MONTH, DAY & YEAR)	
Beg: 7/1/71	End 6/30/72

Michigan Department of Education
DEPARTMENT SERVICES
Box 420, Lansing, Michigan 48902

PROPOSED BUDGET SUMMARY/PROJECT EXPENDITURE REPORT
(E.S.E.A. 1965 TITLE III)

PERIOD COVERED QUARTER ENDING

CHECK ONE: ☐ [illegible] ☐ [illegible] ☐ [illegible] ☐ [illegible] ☒ FINAL
☐ PROPOSED BUDGET SUMMARY (Attach detail schedules)
☐ EXPENDITURE REPORT

INSTRUCTIONS:

EXPENDITURE REPORT:

QUARTERLY: Due 10 days after ending date of quarter. (1 copy) Districts required to submit Form DS-4316-2 in detail, complete Part A, B and C. Otherwise, complete Parts B and C.

FINAL: Due following payment of all obligations (Not later than 90 days after end of budget period).

PROPOSED BUDGET SUMMARY:

INITIAL APPLICATION: One summary sheet for each 12 month budget period with detailed schedules attached to first budget period sheet.

CONTINUATION GRANT REQUEST: One summary sheet for next budget period only, with detailed schedules attached. Due 60 days prior to end of budget period.

School District	County	District	Inter.	Fiscal Year	MDE Proj. No	Final Amt. Appr.
Oakland Schools	Oakland	63.000	63.000	1972	0671	

PART A - EXPENDITURES (ROUND TO NEAREST DOLLAR)

	EXPENDITURE ACCOUNTS		EXPENSE CLASSIFICATION							TOTAL EXPENDITURES	NEGOTIATED BUDGET
	FUNCTIONAL CLASSIFICATION	ACCT NO.	SALARIES PROF.	SALARIES NON.-PROF.	CONTRACTED SERVICES	MATERIALS SUPPLIES	TRAVEL	EQUIPMENT	OTHER EXPENSES		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
1	ADMINISTRATION	100	$23,950.00	$6,890.00	$1,297.00	$1,699.00	$962.00			$34,798.00	$35,090.00
2	INSTRUCTION	200	$30,118.00	$6,840.00	$36,710.00	$12,692.00	$942.00			$87,302.00	$85,561.00
3	ATTENDANCE SERVICES	300									
4	HEALTH SERVICES	400									
5	PUPIL TRANS SERVICES	500									
6	OPERATION OF PLANT	600									
7	MAINTENANCE OF PLANT	700									
8	FIXED CHARGES	800	$7,375.00	$1,741.00						$9,116.00	$10.440.00
9	FOOD SERVICES	900									
10	STUDENT-BODY ACTIVITIES	1000									
11	COMMUNITY SERVICES	1100									
12	REMODELING (IF LESS THAN $2000)	1220C									
13	CAPITAL OUTLAY (EQUIPMENT ONLY)	1230						$1,640.00		$1,640.00	$1,780.00
14	TOTAL LINES 1-13		$61,443.00	$15,471.00	$38,007.00	$14,391.00	$1,904.00	$1,640.00		$132,856.00	$132,871.00
15	CONSTRUCTION SITE	1210A									
16	SITE IMPROVEMENT	1210C									
17	PROF SERVICES	1220A									
18	BLDG. ADDITIONS	1220B									
19	REMODELING (OVER $2000)	1220C									
20	ADMINISTRATION	1220D									
21	TOTAL LINES 15-20										
22	TOTAL LINES 14+21		$61,443.00	$15,471.00	$38,007.00	$14,391.00	$1,904.00	$1,640.00		$132,856.00	$132,871.00
23	NEGOTIATED BUDGET		$59,100.00	$15,840.00	$40,201.00	$12,008.00	$3,942.00	$1,780.00			

B. PROJECT RECAP

CASH DISBURSED	UNPAID OBLIGATION	TOTAL EXPENDITURES
$132,856.00	–	$132,856.00

C. CASH RECAP

CASH RECEIVED	CASH DISBURSED	CASH ON HAND
$66,438.00	$132,856.00	($66,418.00)

CERTIFICATION I certify that the information submitted is true and correct to the best of my knowledge.

Date 9-15-72 Authorized Official (Signature) Contact Person Dr. Roy J. Butz Telephone 313/338-1011

MICHIGAN DEPARTMENT OF EDUCATION

ESEA TITLE III

Lansing, Michigan 48902

PART III

EVALUATION DATA

GE-4499
7/72

Michigan Department of Education
General Education Services
ESEA, TITLE III PROGRAM
Box 420 Lansing, Michigan 48902

ESEA, TITLE III PROJECT EVALUATION REPORT

EDUCATIONAL AGENCY	Legal Name of School District Oakland Schools	District Code No. 63.000	Telephone – Area Code Local No. 313-338-1011
	Address 2100 Pontiac Lake Road	City Pontiac	Zip Code 48054

MAILING INSTRUCTIONS: Return the ORIGINAL (BLUE) copy and four WHITE copies not later than 90 days after the date of termination of the BUDGET PERIOD to the STATE address indicated above. Retain ONE copy.

SECTION A: COMMUNITY CHARACTERISTICS (Answer in terms of where the target population lives.)

1. What has been the average population trend during the last three years in your community? (Check One Only)
   - ☐ a Decreasing
   - ☐ b Stable
   - ☒ c Increasing (1–5%)
   - ☐ d Increasing (6–10%)
   - ☐ e. Increasing (more than 10%)

2. What has been the average unemployment rate during the last three years in your community? (Check One Only)
   - ☐ a. 0–1%
   - ☐ b 2–5%
   - ☒ c. 6–8%
   - ☐ d. 9–11%
   - ☐ e. More than 11%

3. What is the average income level in your community? (Check One Only)
   - ☐ a. 0–$5,000
   - ☐ b. $5,001–$7,500
   - ☐ c. $7,501–$10,000
   - ☐ d. $10,001–$15,000
   - ☒ e More than $15,000

4. What is the major occupation in your community? (Check One Only)
   - ☐ a. Small Business
   - ☐ b. Light Industry
   - ☒ c. Heavy Industry
   - ☐ d. Professional
   - ☐ e Farming
   - ☐ f Other (describe) ____

SECTION B: SCHOOL CHARACTERISTICS

1. How many school buildings are there in your school district?

a. Elementary	274	+56 non-public
b. Secondary	98	+10 non-public

2. How many school buildings are there in the project?

a Elementary	--
b. Secondary	4

3. The current enrollment trends over the last three years can best be characterized as (Check One Only)
☐ a. Decreasing
☒ b. Stable
☐ c. 1–3% Increase
☐ d. 4–6% Increase
☐ e. 7–10% Increase
☐ f. Over 10% Increase

4. The most recent millage request
☐ a. Passed
☐ b. Failed does not apply

5. Has the school district recently suffered financial cutbacks?
☐ a. Yes
☐ b. No does not apply

SECTION C: PROGRAM CHARACTERISTICS

1. The critical need which the project primarily focuses upon is: (Check One Only)
☐ a. Basic Skills Development
☐ b. Alternative Instructional and Organizational Patterns
☐ c. Career Development
☐ d. Social Action
☐ e. Special Education
☒ f. Other (describe) a combination of a, b, and c

2. Was the need internally assesed?
☒ a. Yes
☐ b. No

If "YES", Check One or More of the following methods:
☒ a. Individual Opinion
☒ b. Group Opinion
☒ c. Survey
☒ d. Student Achievement Results
☐ e. Other (describe) ____

If "NO", Check One or More of the following methods:
☐ a. Individual Opinion
☐ b. Group Opinion
☐ c. Survey
☐ d. University Sponsored Study
☐ e. Contracted Report
☐ f. Other (describe) ____

3. Is the program a modification of a previously existing program?
☐ a. Yes
☒ b. No

4. Who was primarily responsible for developing the IDEA for the program? (Check One Only)
☐ a. Local Administration
☐ b. ISD Administration
☒ c. Instructional Staff of Intermediate School District
☐ d. Students
☐ e. Community
☐ f. Commercial Firm
☐ g. University
☐ h. Other (describe) ____

5. Was the program faced with unusual social or economic conditions?
   - ☐ a. Yes
   - ☒ b. No

   If "YES", please describe these conditions

SECTION D: PARTICIPANTS

1. The major target population in this project is: **(Check One Only)**
   - ☒ a. Students
   - ☐ b. Teachers
   - ☐ c. Aides
   - ☐ d. Administrators
   - ☐ e. Parents
   - ☐ f. Counselors
   - ☐ g. Other (describe) ____________________

2. If the major target population is students, then indicate the average age.

YEARS	MONTHS
17	1

3. Indicate in the appropriate boxes, the number of participants who were in the project when it started, and the number in the program as of the end of the first year.

PARTICIPANTS	NUMBER OF PARTICIPANTS	
	Start of Program	End of Program
a. Students	3,125	3,125
b. Teachers	61	62
c. Aides	0	0
d. Administrators	4	4
e. Parents	0	17
f. Counselors	5	5
g. Project Staff (include Director)	4	4
h. Others	0	0

4. If participants left the program, did they leave because they were dissatisfied with the program?
☐ a. Yes
☒ b. No

5. If the major target population is student, then indicate the grade level span represented in the program.

11 To 12

6. Did the program serve significantly more boys than girls?
☐ a. Yes
☒ b. No

7. What choice(s) best describes the participation of the target population: (Check Two if Appropriate)
☐ a. Voluntary
☐ b. Involuntary
☐ c. Random Selection
☐ d. Random Stratified Selection
☒ e. Total Population
☐ f. Other (describe) ________________

8. Was the target population involved in any other special programs aimed at meeting similar critical needs?
☐ a. Yes
☒ b. No
If "YES", describe the program.

9. Discuss any other special characteristics which are necessary to describe the target population of the program.

The target population of this Project consists of those students enrolled in the four regional vocational education centers of Oakland County, Michigan. The four regional vocational education centers serve the four quadrants of the County; they are located in Clarkston (Northwest), Pontiac (Northeast), Royal Oak (Southeast), and Walled Lake (Southwest). These regional centers serve selected vocational education students who desire to receive enriched and specialized vocational education during the 11th and 12th years of their public school sequence.

At the present time, 31 occupational areas are offered. Some are offered in several of the regional centers; others are available only in a particular center. Students spend part of each day at their home comprehensive secondary school, and part of each day at their regional vocational education center. Participating high schools are predominantly, but not exclusively, comprehensive public secondary schools. Private schools, predominantly if not exclusively parochial, also send students to participate in center programs.

SECTION F. MAJOR PROJECT GOALS

1. Restate the major goals from your first year application for the first year of the Project. Indicate by placing an "X" in the appropriate box the goals that were achieved.

☒ 1. To identify current reading levels of students enrolled in the regional vocational education centers.

☒ 2. To determine pre-program annual reading growth of students enrolled in the regional vocational education centers through pre- and post-testing of vocational education students on Form F of the Gates-MacGinitie Reading Survey.

☒ 3. To identify the average readability level of basic assigned texts used in vocational education classes in the regional centers.

☒ 4. To identify the texts with greatest discrepancy between students' reading levels and text readability, and to identify craft areas using texts with highest readability indices.

☒ 5. To identify current cognitive achievement of students enrolled in classes utilizing texts having the highest readability indices.

☒ 6. To determine teacher knowledge and attitudes relevant to text utilization and reading-related activities.

☐ 7. To involve teachers in the construction of curriculum support modules.

2. Which percentage figure best describes the total number of performance objectives which were achieved in the first year of this program? (Check One Only)

☐ a 0–25%
☐ b 26–50%
☐ c 51–75%
☐ d 76–90%
☒ e 91–100% including dissemination and evaluation objectives.

3. Are you reporting on all of the program performance objectives in that section of this report dealing with findings? (Check One Only)

☐ a. Yes
☒ b No

If "NO", please explain why you have deleted some of the objectives.

The objective: "To involve teachers in the construction of curriculum support modules" was amended, based on the Project's first year activities and findings. Rather than develop specific types of support materials for a few courses, the Project is implementing a variety of strategies designed to locate and/or produce instructional materials which are appropriate for reading-limited students in all the occupational areas offered to students in the Project's target population.

SECTION F: DESIGN

1. Which of the following designs were used in the evaluation of this project? (Check All That Apply)

☐ a. Pretest-Postest (Experimental group only)
☒ b. Pretest-Postest (Experimental and comparison groups) [Baseline (comparison group) data collected during first year]
☐ c. Postest (Experimental group only)
☐ d Postest (Experimental and comparison groups)
☐ e Other (describe) ____________

2. What measures were applied to find out if the aims of the project were achieved? (Check All That Apply)

☒ a. Questionnaire
☒ b Standardized Tests (group)
☒ c. Teacher Made Tests
[Baseline data collected during first year]
☒ d. Observations
☐ e. Diagnostic
☐ f. Unobtrusive Measures
☒ g. Other (describe) Formal and informal discussions with students, instructors and administrators.

3 If observations were made, were the observers specially trained?

☒ a Yes
☐ b No

SECTION G DATA ANALYSIS

1 STANDARDIZED TEST RESULTS

COLUMN INSTRUCTIONS

COLUMN 1: Provide the name and form of the test used.

COLUMNS 2–3: Provide DAY, MONTH, and YEAR of pre- and post-test applications. If you cannot remember the exact dates, please estimate them as closely as possible.

COLUMN 4: Supply the grade level of the children tested. Remember, provide separate information for each grade level if possib

COLUMN 5: Provide the number of children tested.

COLUMN 6: Provide the LOWEST pretest score from all students for whom both pretest and posttest scores are available.

COLUMN 7: Provide the HIGHEST pretest score from all students for whom both pretest and posttest scores are available.

COLUMN 8: Provide an estimate of the average hours the children were involved in the project between PRE- and POST-TESTS.

COLUMNS 9–10: Provide the pre- and post-test averages in grade equivalent scores.

COLUMNS 11–12: Provide the difference between pre- and post-test averages.

TEST NAME AND FORM NUMBER	WHEN ADMINISTERED (Day, Month and Year)		GRADE	NUMBER OF STUDENTS	PRETEST SCORE		AVERAGE NUMBER OF HOURS CHILDREN INVOLVED IN PROJECT	PRE TEST AVG.	POST TEST AVG.	AMOUNT OF CHANGE	
	Pre	Post			Lowest	Highest				Gain	Los
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12
Gates-Meginitie (Survey F) Comprehension Subtest	9/30, 10/1/71	5/8,5/9 5/10/72	11& 12	Pre: 1883 Post: 1721	Below grade 4.5	Above grade 12.9	About 2.3 hours per week	grade 10.1	grade 10.6	5 Mos.	

For complete description of testing results, please see Tables 1-7 in Appendix A.

2 NON-STANDARDIZED RESULTS (Cite results obtained from other measures. Please describe these other measures.)

a. The reading comprehension levels of the students in the Area Vocational Education Centers were compared with the reading difficulty levels of the texts used by the students. Sixty-five texts were analyzed by a computerized version of the Dale-Chall Readability Program, developed at Oakland Schools by Drs. Roy J. Butz and L. W. Joos. The results of these analyses are shown in Appendix B.

b. All 61 Area Vocational Education Instructors responded to the Vocational Reading Power Survey. This survey, containing 35 questions and a total of 219 response categories, was designed to determine teacher knowledge and attitude relevant to text utilization and reading-related activities. A copy of this survey and a summary of the results are shown in Appendix C.

c. Preliminary Project findings have been disseminated to a number of groups of concerned educators, industrial representatives, and publishers as well as to the Area Vocational Center Instructors. A presentation "Comment Sheet" was developed to obtain feedback about the validity of the Project's findings, the usefulness of present and planned Project activities, and effectiveness of the Project's communication. Responses on these Comment Sheets have provided valuable evaluation data, and useful information. A Comment Sheet form and Summaries of Responses from several presentations are given in Appendix D. Material in Appendices E and F further supports the validity and generality of the Project's data.

2. Was any statistical analysis of the data undertaken?
   - ☒ a. Yes
   - ☐ b. No

3. If analysis was undertaken, which of the following was used? (Check All That Apply)
   - X a. Chi Square
   - X b. T-Test
   - c. Analysis of Variance
   - d. Analysis of Covariance
   - e. Pearson Product-Moment Correlation
   - X f. Other (describe) Please see notes below.

Notes on Statistical Analysis:

1. The t-test for unpaired observations (uncorrelated samples) was used to compare the mean comprehension raw scores of each Center (pre- and post-test) with the mean comprehension raw scores of the eleventh grade normative sample of the Gates-MacGinitie (Survey F) Comprehension Subtest.

2. The t-test for paired observations (correlated samples) was used to assess the significance of pre-test to post-test gain by students in each Center.

3. The Chi-square test was used to determine whether the number of students in each Center with comprehension raw scores below the eleventh grade level was significantly greater than the number of students with comprehension raw scores at or above the eleventh grade level.

4. 95% confidence intervals were calculated to determine, (a) the mean reading difficulty level of each text analyzed, and (b) the percentage of students with comprehension raw scores below the mean reading difficulty level of the text(s) used.

5. 95% confidence intervals of the binomial distribution were calculated to determine the percent of topics in each textbook which were higher in difficulty than the average reading comprehension score of the students using that text.

SECTION H FINDINGS

1. Please indicate below, the findings with regard to this project.

   a. The majority of students in the Project's target population are reading-limited learners.

   b. In every course at the Area Vocational Education Centers there are some students who are functionally non-readers, and other students who can read "beyond the college graduate" level.

   c. Many textbooks currently in use are too difficult for most of the students using them, and in most courses the average student would be expected not to comprehend a substantial part of his textbook.

   d. Most instructors at the Area Vocational Education Centers recognize the importance of reading skills in their courses, and rely heavily on the textbook, considering the text an essential part of the course.

   e. The instructors indicated the following difficulties with their texts:

      (1) About half the students could not read the text independently.

      (2) A majority of the instructors spend at least some time explaining the textbook.

      (3) A majority of the instructors feel that their textbook is only somewhat effective.

      (4) 80% of the instructors have prepared their own instructional materials.

2. Which of the above findings are based upon data which is statistically significant? (Please list by the appropriate letters in Item 1 above.)

   a, b, c, d, e

3. Can any of the findings in Item 1 above be generalized?

   ☒ a. Yes
   ☐ b. No
   If "YES", indicate by letter which ones.

   a, b, c, d, e

SECTION I: RECOMMENDATIONS FOR IMPROVEMENT

1. PROJECT IMPROVEMENT

What recommendations for project improvement can be based upon your findings? (i.e., What are you going to do differently in year number two?)

The greatest change in year two will be to provide direct aid and assistance to all students and faculty but with differing degrees of intensity of involvement. This shift of focus was indicated by the data from the first year. Instead of a vocationally specific reading gap, the project data indicated an immense problem which affected all occupational areas.

Additional changes instituted as a result of the first years activities and data are:

a) The collection of a resource library in vocational education;

b) The preparation of reference compendia for the library;

c) The involvement of vocational education instructors in programs relating to developing and preparing instructional materials.

2. MICHIGAN DEPARTMENT OF EDUCATION

What recommendations can be made to the Michigan Department of Education as a result of your findings? (i.e., Project should be replicated in the southeast area of the State at a rural district or project should be expanded in terms of budget.)

The project staff would like to recommend the following which are partially taken from a list of options developed in February of 1972.

a) Ascertain the reading demand in the real world of work. There is some evidence from the teacher survey data that there may exist an academic occupational reading world, which may or may not reflect the actual on job demands. The design we suggest would require that appropriate samples of employers be obtained in the various occupational areas. Then, that we identify new (on job three months or less) employees and test their reading as well as evaluating the actual materials being used by them in the pursuit of their occupations.

b) Assess additional texts for their readability levels so that expanded glossaries, vocabulary lists and vocabulary tests might be generated. Consideration might be given to finding funding at the national level which would permit whole - or extended sampling analysis of a representative sampling of texts for each occupational area as determined by a special committee.

c) Assess the reading and language entrance behaviors of vocational education students at various levels in the secondary schools.

d) Establish an Education and Development Center (or Centers) for the development and operation of developmental corrective reading programs for regional vocational education centers.

I REPLICATION

A. At this point in time, what component(s) of this project can and should be replicated by other school districts?

Several of the project components can and should be either replicated or extended by other regional vocational, or comprehensive high schools.

The data generated by this project suggests that many students at the secondary level are reaching at levels that are significantly below the demand levels of their texts. The Project Staff feels that other regional vocational centers and comprehensive secondary schools should be encouraged to replicate our assessment of student reading achievement. If this were done in a geographically coordinated way, it might aid in dramatizing the problem.

Additionally, it would be desirable, on a statewide basis, to replicate the administration of the Teacher Knowledge and Attitude Survey.

B. What costs could be eliminated if the entire project were to be replicated by another district?

Those costs which could be eliminated are those ancillary to:

a) Developing the sampling procedure for assessing the readability of vocational education texts.
b) Developing statistical reporting formats and forms.
c) Developing the teacher survey.
d) Identifying a large pool of text materials in vocational education.
e) Compiling reference compendia for a large pool of text materials in vocational education.
f) Defining vocabulary and publishing selected occupationally specific glossaries and evaluation instruments.

C. What costs are essential for starting-up the project?

Among the essential costs are the following:

Evaluation costs related to assessing student reading achievement, test procurement, scoring, and statistical analyses.

Data processing costs attendant to the readability analyses, including both computer time and key punching.

Graphics and printing are major costs especially as one moves toward products, such as specialized glossaries, compendia, not to mention reports or control documents.

Secretarial services must rank extremely high on the essential cost factor; without excellent and sufficient services the project would be moribund.

SECTION J: INFORMAL EVALUATIVE RESPONSE

Please use this opportunity, if you so desire, to express any feelings, reactions, concerns, etc. with regard to your project which you feel need to be stated.

The data and findings of this project are based, not on a sample of students, but on the total population of 11th- and 12th-graders who are attending the four regional vocational education centers in Oakland County. The nature of the data, as well as supporting data from other areas in Michigan, suggests that the entire objective - materials - activities matrix for vocational and secondary education needs to be examined.

Michigan is on its way to establishing some 70 vocational education centers. This implies a tremendous committment of financial and human resources. The impact of much of this investment will be diminished and blunted and much human frustration and unhappiness will occur if the implications of the project data are ignored.

A broad view of the project data suggests far more than the simple conclusion that some texts ought to be rewritten, or more appropriate ones selected. Rather, the data raises questions that relate to the entire structuring of the vocational education experience, its temporal sequencing, the modalities to be employed in disseminating knowledge and skills, the relationship of reading and writing proficiency to occupational viability, just to mention a few areas.

The project data suggests that it might be desirable to consider the establishment of an advisory study group, at the starter level, which would have the responsibility of collecting continuous selected additional data on student characteristics related to achievement; relate this data to desired vocational objectives and occupational realities, search for the potentialities and options which are available, or might be developed to increase the likelihood that all students desiring to become occupationally proficient may have the opportunity to do so.

It is the responsibility of the individual to desire to work. Government's role is to affect the economy so that the opportunity to work shall exist for all. Our responsibility is to assist the individual in potentiating his abilities, interests, and desires relevant to the world of work. If we do not consider the significant variables that contribute to this process of potentiating, then we will fail in our responsibilities.

SECTION K: PROJECT EVALUATION DOCUMENTS

Attach one (1) copy of any evaluation material (including locally developed instruments) available during the first year of operation by your staff or your contracted evaluator. (Please list below all attachments)

1. Summary of reading test data (Tables 1-7), and evaluation of post-testing procedures. [Appendix A]

2. Comparisons between the readability of textbooks used at the Vocational Education Centers and the reading comprehension levels of the students using those texts (Tables 8-10). [Appendix B]

3. Instructor Survey and summary of findings. [Appendix C]

4. Evaluation of Project Data: Presentation "Comment Sheets". [Appendix D]

5. Publications and articles. [Appendix E]

6. Letters of interest, and requests for information. [Appendix F]

MICHIGAN DEPARTMENT OF EDUCATION

ESEA TITLE III

Lansing, Michigan 48902

PART IV

APPENDICES

APPENDIX A

Summaries of Reading Test Data (Tables 1-7) and Evaluation of Post-Testing Procedures

TABLE 1

Summary of Gates-MacGinitie (Survey F) Comprehension Scores for
All Students in the Oakland County Area Vocational
Education Centers Tested By the Vocational
Reading Power Project on September 30
and October 1, 1971 (Pre-test) and
on May 8, 9, and 10, 1972
(Post-test)

CENTER:	NORTHWEST				NORTHEAST				SOUTHWEST				SOUTHEAST			
	Pre		Post		Pre		Post		Pre		Post		Pre		Post	
Mean comprehension raw score	24.7^{a}		26.7^{ab}		19.7^{a}		23.2^{ab}		22.9^{a}		27.1^{ab}		24.1^{a}		28.2^{ab}	
Mean comprehension grade equivalent	10.3		10.6		9.6		10.1		10.1		10.6		10.2		10.8	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Students with comprehension scores at or above 11th grade level	84	32%	113	39%	72	20%	82	29%	158	31%	197	43%	251	33%	344	49%
Students with comprehension scores below 11th grade level	176^{c}	68%	175^{c}	61%	284^{c}	80%	201^{c}	71%	352^{c}	69%	256^{c}	57%	506^{c}	67%	353	51%
TOTALS	260	100%	288	100%	356	100%	283	100%	510	100%	453	100%	757	100%	697	100%

COMBINED TOTALS FOR ALL CENTERS:	Pre	Post
Mean Comprehension Raw Score:	23.0^{a}	26.8^{ab}
Mean Comprehension Grade Equivalent:	grade 10.1	grade 10.6
Number of students with comprehension scores at or above 11th grade level:	565 (30 percent)	736 (43 percent)
Number of students with comprehension scores below 11th grade level:	1318^{c} (70 percent)	985^{c} (57 percent)
Total number of students tested:	1883 (100 percent)	1721 (100 percent)

a: Mean comprehension raw score of Center students significantly lower than mean comprehension raw score of normative sample; t-value significant at .05 level.

b: Significant pre-test to post-test gain; t-value significant at .05 level.

c: Significantly greater number of students with comprehension raw scores below the eleventh grade level; Chi-square value significant at .05 level.

TABLE 2

Statistical Breakdown for Students with Gates-MacGinitie (Survey F)
Comprehension Pre - and Post-test Scores
Below 11th Grade Level

CENTER	NORTHWEST				NORTHEAST				SOUTHWEST				SOUTHEAST			
	Pre		Post		Pre		Post		Pre		Post		Pre		Post	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Students with comprehension scores between grade level 7.0 and 10.9	143	55%	**148**	**52%**	180	51%	**147**	**52%**	236	46%	**209**	**46%**	377	50%	**276**	[illegible]
Students with comprehension scores below seventh grade level	33	13%	**27**	**9%**	104	29%	**54**	**19%**	116	23%	**47**	**11%**	129	17%	**77**	[illegible]
TOTALS: students with comprehension scores below 11th grade level	176	68%	**175**	**61%**	284	80%	**201**	**71%**	352	69%	**256**	**57%**	506	67%	**353**	**51**

COMBINED TOTALS FOR ALL CENTERS:	Pre	Post
Number of students with comprehension scores between grade level 7.0 and 10.9:	936 (50 percent)	**780 (45 percent)**
Number of students with comprehension scores between seventh grade level:	382 (20 percent)	**[illegible] (12 percent)**
Total number of students with comprehension scores below scores below 11th grade level:	1318 (70 percent of all students tested)	**985 (57 percent of all students tested)**

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TABLE 3

Summary of Gates-MacGinitie (Survey F) Comprehension Pre- and Post-Test
Scores for All Students Tested in Each Course at the
Northwest Oakland Vocational
Education Center

Course	Number of Students		Mean comprehension Raw Score		Mean Comprehension Grade Equivalent		Range of Comprehension Scores (Grade Equivalents)		Students with comprehension Scores below Eleventh Grade Level				Students with comprehension Scores At or Above Eleventh Grade Level			
									Pre		Post		Pre		Post	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	No.	%	No.	%	No.	%	No.	%
. Appliance Repair	22	[illegible]	18.9	[illegible]	9.4	[illegible]	**	[illegible]	17	77%	16	80%	5	23%	4	20%
. Auto Body Repair	19	[illegible]	21.8	[illegible]	10.0	[illegible]	**	**	15	79%	18	72%	4	21%	7	28%
. Commercial Art	30	[illegible]	25.7	[illegible]	10.5	11.0	**	[illegible] above [illegible]	19	63%	12	43%	11	37%	16	57%
. Dental Assisting	31	[illegible]	25.5	[illegible]	10.5	[illegible]	5.2 to above 12.9	[illegible]	23	74%	15	63%	8	26%	9	37%
. Marketing & Distribution	24	[illegible]	21.4	[illegible]	9.8	[illegible]	**	**	19	79%	17	59%	5	21%	12	41%
. Medical Office Assisting	21	[illegible]	27.0	[illegible]	10.6	[illegible]	7.7 to above 12.9	[illegible]	13	62%	15	52%	8	38%	14	48%
. Modern Printing Processes	26	[illegible]	22.1	[illegible]	10.0	[illegible]	**	**	19	73%	19	70%	7	27%	8	30%
. Radio-Television Repair	31	[illegible]	23.9	[illegible]	10.2	[illegible]	**	**	22	71%	24	71%	9	29%	10	29%
. Total Office Procedure Systems (T.O.P.S.)	56	[illegible]	29.4	[illegible]	11.0	[illegible]	**	[illegible]	29	52%	39	54%	27	48%	33	46%
TOTALS	260	[illegible]	24.7	[illegible]	10.3	[illegible]	**	**	176	68%	175	61%	84	32%	113	39%

**one or more students with comprehension scores below grade 4.5, and one or more students with comprehension scores above grade 12.9

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TABLE 4

Summary of Gates-MacGinitie (Survey F) Comprehension Pre- and Post-Test
Scores for All Students Tested in Each Course at the
Northeast Oakland Vocational
Education Center

Course	Number of Students		Mean comprehension Raw Score		Mean Comprehension Grade Equivalent		Range of Comprehension Scores (Grade Equivalents)		Students with comprehension Scores below Eleventh Grade Level				Students with comprehension Scores At or Above Eleventh Grade Level			
									Pre		Post		Pre		Post	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	No.	%	No.	%	No.	%	No.	%
Advanced Display	26	19	27.6	27.8	10.8	10.8	**	5.2 to above 12.9	13	50%	10	53%	13	50%	9	47%
Appliance Repair	24	27	18.0	21.5	9.0	10.0	**	5.2 to above 12.9	19	79%	21	78%	5	21%	5	22%
Auto Body Repair	31	22	15.0	22.6	7.7	10.1	below 4.5 to 12.6	**	30	97%	16	73%	1	3%	6	27%
Building Trades	29	18	18.4	18.1	9.0	9.0	**	**	24	83%	16	89%	5	17%	2	11%
Child Care and Development	35	19	20.4	26.3	9.6	10.5	**	5.2 to above 12.9	29	83%	12	63%	6	17%	7	37%
Clothing Service	27	10	18.9	18.4	9.4	9.0	**	**	23	85%	8	80%	4	15%	2	20%
Distributive Education	31	20	21.4	22.6	9.8	10.1	**	.5 to above 12.9	24	77%	16	80%	7	23%	4	20%
Food Services	39	40	15.2	18.7	7.7	9.4	**	**	36	92%	35	88%	3	8%	5	12%
Heating and Air Conditioning	18	24	26.7	28.5	10.6	11.0	**	.2 to above 12.9	9	50%	12	50%	9	50%	12	50%
Industrial Electricity	31	29	21.6	26.7	10.0	10.6	**	.5 to above 12.9	23	74%	16	55%	8	26%	13	45%
Marine & Small Engine Repair	32	29	21.1	24.6	9.8	10.3	**	.5 to above 12.9	24	75%	19	66%	8	25%	10	34%
Refrigeration	33	26	16.9	22.6	8.7	10.1	**	**	30	91%	20	77%	3	9%	6	23%
TOTALS	356	283	19.7	23.2	9.6	10.1	**	**	284	80%	201	71%	72	20%	82	29%

**one or more students with comprehension scores below grade 4.5, and one or more students with comprehension scores above grade 12.9

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TABLE 5

Summary of Gates-MacGinitie (Survey F) Comprehension Pre- and Post-Test
Scores for All Students Tested in Each Course at the
Southwest Oakland Vocational Education Center

Course	Number of Students		Mean comprehension Raw Score		Mean Comprehension Grade Equivalent		Range of Comprehension Scores (Grade Equivalents)		Students with comprehension Scores below Eleventh Grade Level				Students with comprehension Scores At or Above Eleventh Grade Level			
									Pre		Post		Pre		Post	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	No.	%	No.	%	No.	%	No.	%
1. Advanced Display	41	31	29.2	30.3	11.0	11.3	**	**	16	39%	15	48%	25	61%	[illegible]	[illegible]
2. Architectural Drafting	39	35	26.7	30.2	10.6	11.3	**	**	19	49%	17	49%	20	51%	18	[illegible]
3. Auto Mechanics	42	38	17.7	24.5	9.0	10.3	**	**	39	93%	30	79%	3	07%	[illegible]	[illegible]
4. Diesel Mechanics	40	33	17.7	18.7	9.0	9.4	**	**	33	83%	29	88%	7	17%	[illegible]	[illegible]
5. Dental Office Assisting	43	34	23.8	28.3	10.2	10.8	4.5 to above 12.9	7.1 to above 12.9	33	77%	19	56%	10	23%	[illegible]	[illegible]
6. Engineering Drafting	22	19	22.6	27.6	10.1	10.8	**	5.8 to above 12.9	16	73%	10	53%	6	27%	[illegible]	[illegible]
7. Food Service	68	66	21.2	25.1	9.8	10.3	**	**	52	76%	43	65%	16	24%	[illegible]	[illegible]
8. Greenhouse and Nursery Occupations	36	30	21.6	26.1	10.0	10.5	**	**	25	69%	16	53%	11	31%	[illegible]	[illegible]
9. Industrial Electronics	39	40	31.6	34.0	12.1	above 12.9	**	5.5 to above 12.9	14	36%	11	28%	25	64%	[illegible]	[illegible]
10. Machine Shop	26	30	18.5	24.5	9.4	10.3	**	4.5 to above 12.9	24	92%	19	63%	2	08%	11	[illegible]
11. Medical Office Assisting	40	39	26.9	33.0	10.6	12.6	**	4.5 to above 12.9	25	63%	11	28%	15	37%	[illegible]	[illegible]
12. Retail Plant and Floral Sales	35	25	22.5	27.7	10.1	10.6	**	**	26	75%	15	60%	9	25%	10	[illegible]
13. Welding	39	33	17.7	22.5	9.0	10.1	**	**	30	77%	21	64%	9	23%	[illegible]	[illegible]
TOTALS	510	453	22.9	27.1	10.1	10.6	**	**	352	69%	256	57%	158	31%	[illegible]	[illegible]

**one or more students with comprehension scores below grade 4.5, and one or more students with comprehension scores above grade 12.9

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Vocational Reading Power Project

TABLE 6

Summary of Gates-MacGinitie (Survey F) Comprehension Pre- and Post-Test
Scores for All Students Tested in Each Course at the
Southeast Oakland Vocational
Education Center

Course	Number of Students		Mean comprehension Raw Score		Mean Comprehension Grade Equivalent		Range of Comprehension Scores (Grade Equivalents)		Students with comprehension Scores below Eleventh Grade Level				Students with comprehension Scores At or Above Eleventh Grade Level			
									Pre		Post		Pre		Post	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	No.	%	No.	%	No.	%	No.	%
Advertising	21	18	27.6	32.1	10.8	12.1	**	**	12	57%	7	39%	9	43%	11	61%
Appliance Repair	26	24	15.6	20.6	8.2	9.8	**	**	23	88%	19	79%	3	12%	5	21%
Architectural Drawing	31	33	26.8	30.4	10.6	11.3	**	**	17	55%	14	42%	14	45%	19	58%
Auto Body Repair	36	27	20.5	19.1	9.8	9.4	4.5 to above 12.9	**	31	86%	22	81%	5	14%	5	19%
Auto Mechanics	76	73	23.3	24.9	10.1	10.3	**	**	53	70%	48	66%	23	30%	25	34%
Building Trades	38	37	21.7	23.1	10.0	10.1	**	**	30	79%	28	76%	8	21%	9	24%
Child Care	36	33	21.5	28.9	10.0	11.0	**	**	28	78%	16	48%	8	22%	17	52%
Commercial Art	62	67	28.4	31.0	10.8	11.7	**	**	30	50%	26	39%	32	50%	41	61%
Cosmetology	30	30	23.3	27.5	10.1	10.8	5.2 to above 12.9	5.8 to above 12.9	25	83%	17	57%	5	17%	13	43%
Dental Office Assisting	17	14	29.7	32.9	11.3	12.6	8.2 to above 12.9	7.1 to above 12.9	6	35%	3	21%	11	65%	11	79%
Diesel Power	35	23	17.8	25.2	9.0	10.3	**	4.5 to above 12.9	31	89%	15	65%	4	11%	8	35%
Distributive Education	23	29	24.8	30.4	10.3	11.3	**	6.5 to above 12.9	14	61%	12	41%	9	39%	17	59%
Engineering Drafting	19	22	23.5	30.3	10.2	11.3	5.2 to above 12.9	5.2 to above 12.9	14	74%	9	41%	5	26%	13	59%
Fluid Power	22	23	26.5	29.3	10.6	11.0	**	6.5 to above 12.9	11	50%	11	48%	11	50%	12	52%
Food Service	70	59	22.1	24.9	10.0	10.3	**	**	52	74%	39	66%	18	26%	20	34%
Greenhouse & Landscaping	33	25	23.1	24.6	10.1	10.3	**	4.5 to above 12.9	23	70%	15	60%	10	30%	10	40%
Heating, Air Conditioning, and Refrigeration	36	30	28.1	32.8	10.8	12.6	7.1 to above 12.9	8.2 to above 12.9	20	56%	8	27%	16	44%	22	73%
Industrial Electronics	33	31	29.9	35.7	11.3	above 12.9	4.5 to above 12.9	6.5 to above 12.9	14	42%	8	26%	19	58%	23	74%
Medical Office Assisting	21	20	30.9	36.3	11.7	above 12.9	5.2 to above 12.9	8.2 to above 12.9	8	38%	3	15%	13	62%	17	85%
Radio-Television Repair	33	34	23.8	32.0	10.2	12.1	**	**	23	70%	13	38%	10	30%	21	62%
Retail Plant Sales (Floral Design)	27	22	24.5	27.6	10.3	10.8	**	5.2 to above 12.9	17	63%	11	50%	10	37%	11	50%
Welding	32	23	21.0	29.6	9.8	11.3	**	7.7 to above 12.9	24	75%	9	39%	8	25%	14	61%
TOTALS	757	697	24.1	28.2	10.2	10.8	**	**	506	67%	353	51%	251	33%	344	49%

TABLE 7

Summary of Gates-MacGinitie (Survey F) Comprehension Pre- and Post-Test
Scores For All Students Tested in Each Course at the Oakland
County Area Vocational Education Centers. Courses
Are Ranked By Mean Pre-Test
Comprehension Raw Score

Course	Center(s)	Total Number of Students		Mean Comprehension Raw Score		Mean Comprehension Grade Equivalent		Students With Comprehension Scores Below Eleventh Grade Level				Students With Comprehension Scores At or Above Eleventh Grade Level			
		Pre	Post	Pre	Post	Pre	Post	Pre		Post		Pre		Post	
								No.	%	No.	%	No.	%	No.	%
1. Industrial Electronics	SE,SW	72	**71**	30.8	**34.7**	11.7	**above 12.9**	28	39%	**19**	**27%**	44	61%	**52**	**73%**
2. Total Office Procedures Systems (T.O.P.S.)	NW	56	**72**	29.4	**28.8**	11.0	**11.0**	29	52%	**39**	**54%**	27	48%	**33**	**46%**
3. Advanced Display	NE,SW	67	**50**	28.6	**29.4**	11.0	**11.0**	29	43%	**25**	**50%**	38	57%	**25**	**50%**
4. Medical Office Assisting	NW,SE,SW	82	**88**	27.9	**32.8**	10.8	**12.6**	46	56%	**29**	**33%**	36	44%	**59**	**67%**
5. Heating, Air Conditioning, and Refrigeration	NE,SE	54	**54**	27.6	**30.9**	10.8	**11.7**	29	54%	**20**	**37%**	25	46%	**34**	**63%**
6. Advertising	SE	21	**18**	27.6	**32.1**	10.8	**12.1**	12	57%	**7**	**39%**	9	43%	**11**	**61%**
7. Commercial Art	NW,SE	92	**95**	27.5	**30.4**	10.8	**11.3**	49	53%	**38**	**40%**	43	47%	**57**	**60%**
8. Architectural Drafting	SE,SW	70	**68**	26.8	**30.3**	10.6	**11.3**	36	51%	**31**	**46%**	34	49%	**37**	**55%**
9. Fluid Power	SE	22	**23**	26.5	**29.3**	10.6	**11.0**	11	50%	**11**	**48%**	11	50%	**12**	**52%**
10. Dental Office Assisting	NW,SE,SW	91	**72**	25.5	**28.5**	10.5	**11.0**	62	68%	**37**	**51%**	29	32%	**35**	**49%**
11. Radio-Television Repair	NW,SE	64	**68**	23.8	**28.8**	10.2	**11.0**	46	72%	**37**	**54%**	18	23%	**31**	**46%**
12. Retail Plant and Floral Sales; Floral Design	SE,SW	62	**47**	23.4	**27.7**	10.1	**10.8**	43	69%	**26**	**55%**	19	31%	**21**	**45%**
13. Cosmetology	SE	30	**30**	23.3	**27.5**	10.1	**10.8**	25	83%	**17**	**57%**	5	17%	**13**	**43%**
14. Engineering Drafting	SE,SW	41	**41**	23.0	**29.0**	10.1	**11.0**	30	73%	**19**	**46%**	11	27%	**22**	**54%**
15. Marketing, and Distributive Education	NE,NW,SE	78	**78**	22.4	**26.8**	10.0	**10.6**	57	73%	**45**	**58%**	21	27%	**33**	**42%**

August 18, 1972

Summary of Gates-MacGinitie (Survey F) Comprehension Pre- and Post-Test
Scores For All Students Tested in Each Course at the Oakland
County Area Vocational Education Centers. Courses
Are Ranked By Mean Pre-Test
Comprehension Raw Score

Course	Center(s)	Total Number of Students		Mean Compre-hension Raw Score		Mean Comprehension Grade Equivalent		Students With Comprehension Scores Below Eleventh Grade Level				Students With Comprehension Scores At or Above Eleventh Grade Level			
		Pre	Post	Pre	Post	Pre	Post	Pre		Post		Pre		Post	
								No.	%	No.	%	No.	%	No.	%
16. Greenhouse, Landscaping, and Nursery Occupations	SE,SW	69	55	22.3	25.4	10.0	10.3	48	70%	31	56%	21	30%	24	44%
17. Modern Printing Processes	NW	26	27	22.1	25.1	10.0	10.3	19	73%	19	70%	7	27%	8	30%
18. Industrial Electricity	NE	31	29	21.6	26.7	10.0	10.6	23	74%	16	55%	8	26%	13	45%
19. Automotive Mechanics	SE,SW	118	111	21.3	24.8	9.8	10.3	92	78%	78	70%	26	22%	33	30%
20. Marine and Small Engine Repair	NE	32	29	21.1	24.6	9.8	10.3	24	75%	19	66%	8	25%	10	34%
21. Child Care & Development	NE,SE	71	52	21.0	28.0	9.8	10.8	57	80%	28	54%	14	20%	24	46%
22. Building Trades	NE,SE	67	55	20.3	21.5	9.6	10.0	54	81%	44	80%	13	19%	11	20%
23. Food Services	NE,SE,SW	177	165	20.2	23.5	9.6	10.2	139	79%	112	68%	38	21%	53	32%
24. Welding	SE,SW	71	56	19.2	25.4	9.4	10.3	54	76%	30	54%	17	24%	26	46%
25. Clothing Services	NE	27	10	18.9	18.4	9.4	9.0	23	85%	8	80%	4	15%	2	20%
26. Auto Body Repair	NE,NW,SE	86	74	18.8	21.5	9.4	10.0	76	88%	61	82%	10	12%	13	18%
27. Machine Shop	SW	26	30	18.5	24.5	9.4	10.3	24	92%	19	63%	2	8%	11	37%
28. Diesel Power	SE,SW	75	56	17.7	21.4	9.0	9.8	64	85%	44	79%	11	15%	12	21%
29. Appliance Repair	NE,NW,SE	72	71	17.4	21.1	8.7	9.8	59	82%	56	79%	13	18%	15	21%
30. Refrigeration	NE	33	26	16.9	22.6	8.7	10.1	30	91%	20	77%	3	9%	6	23%

PERSON-O-METRICS, INC. EVALUATION & DEVELOPMENT SERVICES

20504 WILLIAMSBURG ROAD
DEARBORN HGTS., MICHIGAN 48127
AREA CODE (313) 271-4631

CERTIFICATION OF TESTING CONDITIONS

June 3, 1972

Mr. Jules H. Shrage
Board of Education of Oakland Schools
2100 Pontiac Lake Road
Pontiac, Michigan 48054

Dear Mr. Shrage:

As evaluation auditors, registered with the United States Office of Education, Person-o-metrics, Inc. has observed the administration of testing procedures for the first year process evaluation of Oakland Schools ESEA, Title III, Vocational Reading Power Project.

We hereby certify that the following testing sessions were conducted within the acceptable to optimal testing conditions and standards of the evaluation profession:

> Testing session at Northeast Center, May 8, 1972; 7:45 a.m.-10:00 a.m.
>
> Testing session at Northwest Center, May 8, 1972; 11:45 a.m.-2:00 p.m.
>
> Testing session at Southeast Center, May 9, 1972; 7:45-10:00 a.m.
>
> Testing session at Southwest Center, May 10, 1972; 11:45 a.m.-2:00 p.m.

Mr. Bernard C. Ravish was Person-o-metrics, Inc.'s audit observer. He received special training for the assignment. Mr. Ravish is the former Director of the Lower School for Country Day School.

Respectfully submitted,
Norman J. Milchus

Norman J. Milchus
President

GENERAL COMMENTS

The classrooms at the vocational education centers are set up to simulate on-the job conditions, and as such, they are not, in some cases, conducive to writing assignments. Work tables, work benches, and make-shift writing surfaces were the only semblance of classroom desk space available to many students, while others, students of the drafting and office professions, had more than adequate space and distance. In most cases, however, subject-to-subject distance was adequate, the exception being in the mechanical work shops, where the lack of writing space caused crowding. But even here, the students were cooperative, and attentive to their own papers. Disruptions from talking were somewhat in evidence during the instructional period and occasionally, when a group of students finished early, but during the test an air of quiet prevailed. All testing rooms, in each center, were visited at least twice during the instructions and testing.

TEST PROCEDURE

The instructors picked up test booklets, answer sheets, and pencils as they went to meet their respective classes, whereupon they acted as test monitors. The classes met in their respective rooms, where, in all cases, both monitors and students followed instructions given over the public address system. At the conclusion of the test, the materials were collected, replaced in the large envelopes, and promptly sent to the office where they were turned over to a project director.

TEST

Only the Comprehension section of the Gates-MacGinitie Reading Test -Survey F was administered. This segment consists of 52 multiple choice items, and the time alloted for completion was 25 minutes.

ABSENTEEISM

The absence rate for the testing centers is as follows:

Northwest (Clarkston)	15%
Northeast (Pontiac)	14%
Southwest (Walled Lake)	11%
Southeast (Royal Oak)	9%
TOTAL ABSENCE RATE	11%

Major factors influencing attendance for this testing were: (1) Some students were in cooperative work programs, which required that they be away from the Centers, and (2) Seniors from two schools served by the Northeast (Pontiac) Center were absent due to the traditional Senior Skip Day, which, in this case, could not have been anticipated.

RECOMMENDATIONS

1. Students should be deployed, for testing, according to available table space. This would necessitate breaking up classes, especially in the mechanical work shops, and directing students to rooms with unused table space, to the dining rooms, and to the libraries. Consolidating the broken classes should release instructors to monitor the dining and library areas. The administration should be able to work this out. Standardized testing need not be handled as a regular classroom session.

2. Crowding could have been alleviated by spreading the movable tables about the room, and in other cases, by directing students to various parts of the rooms, to use make-shift writing areas.

CONCLUSION

THE DESIGN AND PURPOSE OF THESE VOCATIONAL EDUCATION CENTERS IS NOT CONDUCIVE TO UNIFORM TESTING CONDITIONS, HOWEVER, THE COOPERATIVE AND RESOURCEFUL EFFORTS OF THOSE INVOLVED CREATED GOOD TO EXCELLENT CONDITIONS.

--*B. C. RAVISH*
Assistant Evaluation
Auditor

AUDIT CHECKLIST FOR OPTIMUM TESTING CONDITIONS

GENERAL INFORMATION

For: [Give name and address of person to whom the audit report will be addressed]:

Mr. Jules H. Shrage
Vocational Reading Power Project, ESEA, Title III
Oakland Schools
2100 Pontiac Lake Road
Pontiac, MI 48054

Audit Observer/s: *Bernard C. Ravish*

Date: *May 8, 1972*; Day of the Week: *Monday*.

Site of Testing: *Northeast Oakland Vocational Education Center*

1371 North Perry St., Pontiac, MI Ph. 334-3595.

Session No. *1* of *2* Sessions.

Type of Session: __Pretest; *X* Posttest; __Research; __Fieldtest.

Coverage of Observation: __All Sessions; __Random; Other: *Selected*.

Maximum No. Planned to be Tested: ____; No. Actually Tested: *198*.

Age and/or Grade Levels of Students Tested: *11th and 12th Grades*.

Name of Tester/s: *Mrs. B. J. Blackford*.

Relationship of Tester to Subjects: *Head Counselor*.

Number of Monitors: *15*; Number of Rooms: *12*.

Test/s Given, Including Form: *Gates MacGinitie Reading Test -Survey F*

Answer Format: __Booklet; *X* Machine Scanned; __Hand-scored;

or Other: ____.

Start of Testing Session: *8:45 A.M.* AM or PM;

End of Testing Session: *9:30 A.M.* AM or PM; Length of Session: *45Min*.

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Northeast Oakland Vocational
Education Center

TESTING CONDITIONS

OPTIMUM CONDITIONS:	YES	MARGINAL	NO	COMMENT
1. Climatic conditions, such as heat, cold, and ventilation were acceptable for the work to be done:	**			
2. Lighting was adequate and without serious glare:	**			
3. Extra pencils were supplied:	**			
4. Testing room's public address system and a "Testing, do not disturb" sign were turned-off and displayed, respectively:	**			
5. Scratch paper and markers (if called for) were provided:	**			
6. A stop-watch___; timer___; or sweep-second hand ** was employed:	**			
7. Instructional manuals were strictly adhered to throughout:	**			
8. Additional directions to the persons to be tested were scripted for continuity:	**			
9. Sufficient chairs and surfaces were provided for all students:	** &	**		
10. Subject-to-subject distances were acceptable:	** &	**		
11. Instructions/directions were clearly heard in all student-occupied parts of the room:	**			
12. Sustained (over one minute) distractions and/or prolonged disturbances were absent:	**			
13. Students did remain awake during the test:	**			
14. Almost all students worked a reasonable amount of time on the test:	**			
15. Students were given the full time allotted with no inviting rewards for finishing early:	**			

AUDIT CHECKLIST FOR OPTIMUM TESTING CONDITIONS

GENERAL INFORMATION

For: [Give name and address of person to whom the audit report will be addressed]:

Mr. Jules H. Shrage
Vocational Reading Power Project, ESEA, Title III
Oakland Schools
2100 Pontiac Lake Road
Pontiac, MI 48054

Audit Observer/s: *Bernard C. Ravish, Asst. Evaluation Auditor*

Date: *May 8, 1972*; Day of the Week: *Monday*.

Site of Testing: *Northwest Oakland Vocational Education Center*
8211 Big Lake Road, Clarkston, Michigan Phone: 625-5202.

Session No. *2* of *2* Sessions.

Type of Session: ___Pretest; *x* Posttest; ___Research; ___Fieldtest.

Coverage of Observation: ___All Sessions; ___Random; Other: *Selected*.

Maximum No. Planned to be Tested: ______; No. Actually Tested: *144*.

Age and/or Grade Levels of Students Tested: *11th and 12th Grades*.

Name of Tester/s: *Mr. A. Pappas*.

Relationship of Tester to Subjects: *Teacher*.

Number of Monitors: *10*; Number of Rooms: *10*.

Test/s Given, Including Form: *Gates-MacGinitie Reading Test Survey F*.

Answer Format: ___Booklet; *x* Machine Scanned; ___Hand-scored;
or Other: ______.

Start of Testing Session: *12:10 P.M.* AM or PM;

End of Testing Session: *12:50 P. M.* AM or PM; Length of Session: *40 Min*.

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Northwest Oakland Vocational
Education Center

TESTING CONDITIONS

	OPTIMUM CONDITIONS:	YES	MARGINAL	NO	COMMENT
1.	Climatic conditions, such as heat, cold, and ventilation were acceptable for the work to be done:	**			
2.	Lighting was adequate and without serious glare:	**			
3.	Extra pencils were supplied:	**			
4.	Testing room's public address system and a "Testing, do not disturb" sign were turned-off and displayed, respectively:	**			
5.	Scratch paper and markers (if called for) were provided.	**			
6.	A stop-watch___; timer**; or sweep-second hand___ was employed:	**			
7.	Instructional manuals were strictly adhered to throughout:	**			
8.	Additional directions to the persons to be tested were scripted for continuity:	**			
9.	Sufficient chairs and surfaces were provided for all students:	** &	**		
10.	Subject-to-subject distances were acceptable:	** &	**		
11.	Instructions/directions were clearly heard in all student-occupied parts of the room:	**			
12.	Sustained (over one minute) distractions and/or prolonged disturbances were absent.	**			
13.	Students did remain awake during the test:	**			
14.	Almost all students worked a reasonable amount of time on the test:	**			
15.	Students were given the full time allotted with no inviting rewards for finishing early:	**			

AUDIT CHECKLIST FOR OPTIMUM TESTING CONDITIONS

GENERAL INFORMATION

For: [Give name and address of person to whom the audit report will be addressed]:

Mr. Jules H. Shrage
Vocational Reading Power Project, ESEA, Title III
Oakland Schools
2100 Pontiac Lake Road
Pontiac, MI 48054

Audit Observer/s: Bernard C. Ravish, Asst. Evaluation Auditor

Date: May 9, 1972; Day of the Week: Tuesday.

Site of Testing: Southeast Oakland Vocational Education Center
5055 Delmere, Royal Oak, Michigan Ph. 549-5661.

Session No. 1 of 2 Sessions.

Type of Session: ___Pretest; x Posttest; ___Research; ___Fieldtest.

Coverage of Observation: ___All Sessions; ___Random; Other: Selected.

Maximum No. Planned to be Tested: ___; No. Actually Tested: 421.

Age and/or Grade Levels of Students Tested: 11 and 12th Grades.

Name of Tester/s: Mr. Thomas Sullivan.

Relationship of Tester to Subjects: Counselor.

Number of Monitors: 26; Number of Rooms: 24.

Test/s Given, Including Form: Gates MacGinitie Reading Test -Survey F
___.

Answer Format: ___Booklet; x Machine Scanned; ___Hand-scored;
or Other: ___.

Start of Testing Session: 8:30 A.M. AM or PM;

End of Testing Session: 9:22 A.M. AM or PM; Length of Session: 52 min.

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TESTING CONDITIONS

OPTIMUM CONDITIONS:	YES	MARGINAL	NO	COMMENT
1. Climatic conditions, such as heat, cold, and ventilation were acceptable for the work to be done:	**			
2. Lighting was adequate and without serious glare:	**			
3. Extra pencils were supplied:	**			
4. Testing room's public address system and a "Testing, do not disturb" sign were turned-off and displayed, respectively:	**			
5. Scratch paper and markers (if called for) were provided:	**			
6. A stop-watch ** ; timer ___; or sweep-second hand___ was employed:	**			
7. Instructional manuals were strictly adhered to throughout:	**			
8. Additional directions to the persons to be tested were scripted for continuity:	**			
9. Sufficient chairs and surfaces were provided for all students:	** &	**		
10. Subject-to-subject distances were acceptable:	** &	**		
11. Instructions/directions were clearly heard in all student-occupied parts of the room:	**			
12. Sustained (over one minute) distractions and/or prolonged disturbances were absent.	**			
13. Students did remain awake during the test:	**			
14. Almost all students worked a reasonable amount of time on the test:	**			
15. Students were given the full time allotted with no inviting rewards for finishing early:	**			

AUDIT CHECKLIST FOR OPTIMUM TESTING CONDITIONS

GENERAL INFORMATION

For: [Give name and address of person to whom the audit report will be addressed]:

Mr. Jules H. Shrage
Vocational Reading Power Project, ESEA, Title III
Oakland Schools
2100 Pontiac Lake Road
Pontiac, MI 48054

Audit Observer/s: Bernard C. Ravish, Asst. Evaluation Auditor

Date: May 10, 1972; Day of the Week: Wednesday.

Site of Testing: Southwest Oakland Vocational Education Center
1000 Beck Toad, Walled Lake, Michigan Ph. 624-6000.

Session No. 2 of 2 Sessions.

Type of Session: ___Pretest; X Posttest; ___Research; ___Fieldtest.

Coverage of Observation: ___All Sessions; ___Random; Other: Selected.

Maximum No. Planned to be Tested: ______; No. Actually Tested: 231.

Age and/or Grade Levels of Students Tested: 11th and 12th Grades.

Name of Tester/s: Mrs. Janice Salsberry.

Relationship of Tester to Subjects: Counselor.

Number of Monitors: 12; Number of Rooms: 12.

Test/s Given, Including Form: Gates MacGinitie Reading Test -Survey F
____________________.

Answer Format: ___Booklet; X Machine Scanned; ___Hand-scored;
or Other: ____________________.

Start of Testing Session: 11:45 A.M. AM or PM;

End of Testing Session: 12:16 P.M. AM or PM; Length of Session: 31 Min.

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Southwest Oakland Vocational
Education Center

TESTING CONDITIONS

	OPTIMUM CONDITIONS:	YES	MARGINAL	NO	COMMENT
1.	Climatic conditions, such as heat, cold, and ventilation were acceptable for the work to be done:	**			
2.	Lighting was adequate and without serious glare:	**			
3.	Extra pencils were supplied:	**			
4.	Testing room's public address system and a "Testing, do not disturb" sign were turned-off and displayed, respectively:	**			P.A. used in administration
5.	Scratch paper and markers (if called for) were provided:	**			
6.	A stop-watch__; timer__; or sweep-second hand ** was employed:	**			
7.	Instructional manuals were strictly adhered to throughout:	**			
8.	Additional directions to the persons to be tested were scripted for continuity:	**			
9.	Sufficient chairs and surfaces were provided for all students:	** &	**		
10.	Subject-to-subject distances were acceptable:	** &	**		
11.	Instructions/directions were clearly heard in all student-occupied parts of the room:	**			
12.	Sustained (over one minute) distractions and/or prolonged disturbances were absent:	**			
13.	Students did remain awake during the test:	**			
14.	Almost all students worked a reasonable amount of time on the test:	**			
15.	Students were given the full time allotted with no inviting rewards for finishing early:	**			

APPENDIX B

Comparisons Between the Readability of Textbooks Used at the Vocational Education Centers and the Reading Abilities of Students Using Those Textbooks

ESEA **Vocational Reading Power Project** Title III

TABLE 8

The Readability of Textbooks Used in the Oakland County Area Vocational Education Centers During the 1971-72 School Year. Textbooks Are Listed Alphabetically by Author.

O.	TEXTBOOK	Sampling Information		Readability (Grade Equivalent)	
		Number of Topics Sampled	Number of Words Sampled	Range of Sample Topics (Low to High)	Estimated Mean 95% Confidence Interval)
1	Althouse, Turnquist, and Bowditch; Modern Welding.	28	8144	9 to 16+	11 - 13
2	Althouse, Turnquist, and Bracciano; Modern Refrigeration and Air Conditioning.	28	8371	9 to 15	11 - 12
3	Anderson; Home Appliance Servicing.	42	7249	8 to 16+	11 - 13
4	Atkinson Rough Carpentry and Masonry.	13	4525	7 to 11	8 - 9
5	Baker; Advertising Layout and Art Direction.	31	9896	8 to 13	10 - 11
6	Bennett and Siy; Blueprint Reading for Welders.	22	3066	8 to 15	11 - 12
7	Black; Diesel Engine Manual (3rd Edition).	37	3361	6 to 15	10 - 11
8	Bredow and Cooper; The Medical Assistant.	27	5540	7 to 15	9 - 11
9	Brisbane and Riker; The Developing Child.	23	9600	4 to 13	9 - 10
0	Bush-Brown and Bush-Brown; America's Garden Book.	31	9980	7 to 14	9 - 10
1	Cogoli; Photo Offset Fundamentals.	24	4660	8 to 16+	12 - 14
2	Darr; How To Repair Small Appliances.	10	8699	7 to 9	7 - 9
3	Dugger, Patrick, Suess, and Ziegler; Unit I - Electrical Energy.	17	6928	5 to 12	8 - 10
14	Dugger, Patrick, Suess, and Ziegler; Unit II - Controlling Electrical Energy.	45	3545	8 to 16+	12 - 14

TABLE 8 (continued)

The Readability of Textbooks Used in the Oakland County
Area Vocational Education Centers During the
1971-72 School Year. Textbooks Are Listed
Alphabetically by Author.

O.	TEXTBOOK	Sampling Information		Readability (Grade Equivalent)	
		Number of Topics Sampled	Number of Words Sampled	Range of Sample Topics (Low to High)	Estimated Mean 95% Confidence Interval)
5	Frederick and Kinn; The Office Assistant in Medical Practice.	30	5022	7 to 16+	11 - 13
6	French and Svenson; Mechanical Drawing.	26	4465	6 to 16+	9 - 11
7	General Motors Corporation; ABC's of Hand Tools.	5	2170	7 to 9	7 - 9
8	General Motors Corporation; Diesel, The Modern Power.	6	1411	8 to 11	8 - 10
9	Gerrish; Electricity and Electronics.	19	5980	7 to 16+	12 - 14
0	Gerrish; Transistor Electronics.	21	5111	9 to 16+	12 - 15
1	Haines; Food Preparation for Hotels, Restaurants and Cafeterias.	26	6628	6 to 16+	9 - 10
2	Harris; Professional Restaurant Service.	15	2160	7 to 11	8 - 10
3	Hildebrand; Introduction to Early Childhood Education.	17	4727	5 to 14	7 - 10
4	Hobson; Automotive Refinishing.	14	2328	8 to 13	9 - 10
5	Hogg; Auto Body Repair and Refinishing.	31	8588	6 to 16+	9 - 11
6	Jensen; Engineering Drawing and Design.	29	5408	8 to 16+	11 - 12
7	Krar, Oswald and St. Amand; Technology of Machine Tools.	17	3164	7 to 13	10 - 11
8	Lang; Principles of Air Conditioning.	23	2894	8 to 16+	11 - 14

TABLE 8 (continued)

The Readability of Textbooks Used in the Oakland County
Area Vocational Education Centers During the
1971-72 School Year. Textbooks Are Listed
Alphabetically by Author.

TEXTBOOK	Sampling Information		Readability (Grade Equivalent)	
	Number of Topics Sampled	Number of Words Sampled	Range of Sample Topics (Low to High)	Estimated Mean 95% Confidence Interval)
Leeper, Dales, Skipper, and Witherspoon; Good Schools for Young Children.	22	7293	7 to 16+	10 - 12
Lundberg and Kotschevar; Understanding Cooking.	32	1771	5 to 16+	8 - 10
Lux and Ray; The World of Construction.	24	5828	4 to 14	8 - 10
Mann; Theory Manual for Telecommunications.	22	5453	10 to 16+	13 - 16+
McCarthy and Smith; Machine Tool Technology.	33	7167	8 to 16+	10 - 12
McDermott and Norris; Opportunities in Clothing.	17	5094	7 to 14	10 - 11
Memmler; The Human Body in Health and Disease.	28	9069	10 to 16+	11 - 13
Milady Editors; Standard Textbook of Cosmetology.	48	6505	6 to 16+	11 - 12
Mileaf; Electronics One - Seven.	28	7039	10 to 16+	11 - 13
Moore; Integrated Circuit Laboratory Manual.	30	2171	7 to 16+	10 - 12
Mullin; Electrical Trades Blueprint Reading.	29	9011	8 to 16+	11 - 13
Park and Ashman; A Textbook for Dental Assistants.	22	5123	8 to 16+	12 - 14
Pfahl; Retail Florist Business.	25	11177	7 to 14	9 - 10
PF Reporter Editorial Staff; TV Diagnosis & Repair.	10	4074	11 to 15	12 - 14

TABLE 8 (continued)

The Readability of Textbooks Used in the Oakland County
Area Vocational Education Centers During the
1971-72 School Year. Textbooks Are Listed
Alphabetically by Author.

TEXTBOOK	Sampling Information		Readability (Grade Equivalent)	
	Number of Topics Sampled	Number of Words Sampled	Range of Sample Topics (Low to High)	Estimated Mean 95% Confidence Interval)
Philco-Ford Corporation; Basic Concepts and D. C. Circuits, H1001-1, Student Laboratory Manual.	21	2469	6 to 16+	11 - 14
Philco-Ford Corporation; Basic Electricity H1042, Student Laboratory Manual.	20	3176	8 to 16+	11 - 13
Philco-Ford Corporation. Basic Electronics H1043, Student Laboratory Manual.	26	3931	7 to 16+	12 - 15
Philco-Ford Corporation. Electronic and Electrical Fundamentals, Volume I, Basic Concepts and D. C. Circuits.	16[a]	552	7 to 16+	11 - 14
	20[b]	2977	8 to 16+	13 - 16+
Radio Corporation of America; Receiving Tube Manual.	10	5333	14 to 16+	15 - 16+
Radio Corporation of America; Transistor, Thyristor and Diode Manual.	24	5851	10 to 16+	15 - 16+
Read; The Nursery School, (4th Edition).	15	5378	6 to 11	8 - 9
Read; The Nursery School, (5th Edition).	21	5860	6 to 16+	8 - 10
Richardson, Barton, and Braver; The Dental Assistant.	37	10723	9 to 16+	12 - 14
Roark and Plummer; Bricklaying Vocational Training: Student Textbook.	12	2771	11 to 16+	12 - 15
Schwartzrock and Schwartzrock; Effective Dental Assisting.	37	9802	4 to 16+	10 - 12
Shilt, Carmichael, and Wilson; Business Principles and Management (5th ed.)	35	6117	6 to 16+	10 - 12
Shilt and Wilson; Business Principles and Management (4th ed.)	33	6250	7 to 16+	10 - 12
Spence; Architecture: Design Engineering Drawing.	32	8322	7 to 16+	10 - 11

a: "frames (programmed sequences)
b: narrative

TABLE 8 (continued)

The Readability of Textbooks Used in the Oakland County
Area Vocational Education Centers During the
1971-72 School Year. Textbooks Are Listed
Alphabetically by Author.

O.	TEXTBOOK	Sampling Information		Readability (Grade Equivalent)	
		Number of Topics Sampled	Number of Words Sampled	Range of Sample Topics (Low to High)	Estimated Mean 95% Confidence Interval)
7	Stockel; Auto Mechanics Fundamentals.	32	3722	7 to 16+	10 - 11
8	Stockel; Auto Service and Repair.	34	3906	6 to 16+	9 - 11
9	Tischler; Theory Manual for Basic Electricity-Electronics.	10	4204	10 to 15	11 - 14
0	Todd and Heffernan; The Years Before School.	18	7081	6 to 13	8 - 10
	Venk, Spicer, and Davies; Automotive Collision Work.	18	3763	7 to 13	9 - 11
2	Vickers Division; Industrial Hydraulics Manual.	13	2093	8 to 16+	11 - 14
3	Wagner; Modern Carpentry.	32	6103	7 to 16+	10 - 12
4	Wingate and Samson; Retail Merchandising.	20	3170	9 to 16+	11 - 12
5	Zbar and Schildkraut; Basic Radio: Theory and Servicing (3rd ed.).	24	6820	9 to 16+	13 - 15

TABLE 9-1

Comparison of Textbook Readability With The Reading
Ability of Students Using That Textbook at the
Oakland County Area Vocational
Education Centers

TEXTBOOK: Althouse, Turnquist, and Bowditch; Modern Welding.

COURSE: Welding

CENTER(S):

☐ Northwest ☐ Northeast
☒ Southwest ☐ Southeast

TEXTBOOK READABILITY
Mean Dale-Chall
Readability
Grade Equivalent: 11-13

STUDENT READING ABILITY
Mean Gates-MacGinitie
Comprehension
Grade Equivalent: 9.0

DISTRIBUTION OF STUDENTS' COMPREHENSION SCORES AND COMPARISON WITH TEXTBOOK READABILITY

Grade Level	Number of Students
13 and above	-----6-----
12	1
11	-----2-----
10	2
9	2
8	4
7	2
below 7	20

Total number of students: 39

Students with comprehension scores below the mean readability of the textbook:

Number: 30-33

Percent: 77-85%

The average student may be expected to "comprehend" not less than 2 percent but not more than 27 percent of the topics in the textbook.

TABLE 9-2a

Comparison of Textbook Readability With The Reading
Ability of Students Using That Textbook at the
Oakland County Area Vocational
Education Centers

TEXTBOOK: Althouse, Turnquist, and Bracciano; Modern Refrigeration and Air Conditioning.

COURSE: Refrigeration

CENTER(S):

☐ Northwest ☒ Northeast
☐ Southwest ☐ Southeast

TEXTBOOK READABILITY
Mean Dale-Chall Readability Grade Equivalent: 11-12

STUDENT READING ABILITY
Mean Gates-MacGinitie Comprehension Grade Equivalent: 8.7

DISTRIBUTION OF STUDENTS' COMPREHENSION SCORES AND COMPARISON WITH TEXTBOOK READABILITY

Grade Level	Number of Students
13 and above	1
12	-----0------
11	-----2------
10	2
9	7
8	4
7	9
below 7	8

Total number of students: 33

Students with comprehension scores below the mean readability of the textbook:

Number: 30-32

Percent: 91-97%

The average student may be expected to "comprehend" not more than 11 percent of the topics in the textbook.

TABLE 9-2b

Comparison of Textbook Readability With The Reading
Ability of Students Using That Textbook at the
Oakland County Area Vocational
Education Centers

TEXTBOOK: Althouse, Turnquist, and Bracciano; Modern Refrigeration and Air Conditioning.

COURSE: Heating, Air Conditioning, and Refrigeration

CENTER(S):

☐ Northwest ☐ Northeast
☐ Southwest ☒ Southeast

TEXTBOOK READABILITY
Mean Dale-Chall
Readability
Grade Equivalent: 11-12

STUDENT READING ABILITY
Mean Gates-MacGinitie
Comprehension
Grade Equivalent: 10.8

DISTRIBUTION OF STUDENTS' COMPREHENSION SCORES
AND COMPARISON WITH TEXTBOOK READABILITY

Grade Level	Number of Students
13 and above	----10------
12	1
11	-----5------
10	10
9	5
8	3
7	2
below 7	0

Total number of students: 36

Students with comprehension scores below the mean readability of the textbook:

Number: 20-26

Percent: 56-72%

The average student may be expected to "comprehend" not less than 11 percent but not more than 47 percent of the topics in the textbook.

ESEA **Vocational Reading Power Project** **Title III**

TABLE 9-3a

Comparison of Textbook Readability With The Reading
Ability of Students Using That Textbook at the
Oakland County Area Vocational
Education Centers

TEXTBOOK: Anderson;
Home Appliance Servicing.

COURSE: Appliance Repair

CENTER(S):

☐ Northwest ■ Northeast
☐ Southwest ☐ Southeast

TEXTBOOK READABILITY
Mean Dale-Chall
Readability
Grade Equivalent: 11-13

STUDENT READING ABILITY
Mean Gates-MacGinitie
Comprehension
Grade Equivalent: 9.0

DISTRIBUTION OF STUDENTS' COMPREHENSION SCORES
AND COMPARISON WITH TEXTBOOK READABILITY

Grade Level	Number of Students
13 and above	1
12	0
11	4
10	3
9	2
8	2
7	3
below 7	9

Total number of students: 24

Students with comprehension scores below the mean readability of the textbook:

Number: 19-23

Percent: 79-96%

The average student may be expected to "comprehend" not less than 3 percent but not more than 23 percent of the topics in the textbook.

ESEA **Vocational Reading Power Project** **Title III**

TABLE 9-3b

Comparison of Textbook Readability With The Reading Ability of Students Using That Textbook at the Oakland County Area Vocational Education Centers

TEXTBOOK: Anderson; Home Appliance Servicing.

COURSE: Appliance Repair

CENTER(S):

☒ Northwest ☐ Northeast

☐ Southwest ☐ Southeast

TEXTBOOK READABILITY

Mean Dale-Chall Readability Grade Equivalent: 11-13

STUDENT READING ABILITY

Mean Gates-MacGinitie Comprehension Grade Equivalent: 9.4

DISTRIBUTION OF STUDENTS' COMPREHENSION SCORES AND COMPARISON WITH TEXTBOOK READABILITY

Grade Level	Number of Students
13 and above	3
12	1
11	1
10	1
9	2
8	1
7	4
below 7	9

Total number of students: 22

Students with comprehension scores below the mean readability of the textbook:

Number: 17-19

Percent: 77-86%

The average student may be expected to "comprehend" not less than 3 percent but not more than 23 percent of the topics in the textbook.

ESEA **Vocational Reading Power Project** **Title III**

TABLE 9-4

Comparison of Textbook Readability With The Reading Ability of Students Using That Textbook at the Oakland County Area Vocational Education Centers

TEXTBOOK: Atkinson; Rough Carpentry and Masonry.

COURSE: Building Trades

CENTER(S):

☐ Northwest ☒ Northeast

☐ Southwest ☐ Southeast

TEXTBOOK READABILITY

Mean Dale-Chall Readability Grade Equivalent: 8-9

STUDENT READING ABILITY

Mean Gates-MacGinitie Comprehension Grade Equivalent: 9.0

DISTRIBUTION OF STUDENTS' COMPREHENSION SCORES AND COMPARISON WITH TEXTBOOK READABILITY

Grade Level	Number of Students
13 and above	4
12	0
11	1
10	3
9	-----6-----
8	-----3-----
7	3
below 7	9

Total number of students: 29

Students with comprehension scores below the mean readability of the textbook:

Number: 12-15

Percent: 41-52%

The average student may be expected to "comprehend" not less than 44 percent but not more than 88 percent of the topics in the textbook.

TABLE 9-5

Comparison of Textbook Readability With The Reading Ability of Students Using That Textbook at the Oakland County Area Vocational Education Centers

TEXTBOOK: Baker; Advertising Layout and Art Direction.

COURSE: Advertising

CENTER(S):

☐ Northwest ☐ Northeast

☐ Southwest ■ Southeast

TEXTBOOK READABILITY

Mean Dale-Chall Readability Grade Equivalent: 10-11

STUDENT READING ABILITY

Mean Gates-MacGinitie Comprehension Grade Equivalent: 10.8

DISTRIBUTION OF STUDENTS' COMPREHENSION SCORES AND COMPARISON WITH TEXTBOOK READABILITY

Grade Level	Number of Students
13 and above	8
12	1
11	-----0-----
10	-----5-----
9	2
8	0
7	2
below 7	3

Total number of students: 21

Students with comprehension scores below the mean readability of the textbook:

Number: 7-12

Percent: 33-57%

The average student may be expected to "comprehend" not less than 35 percent but not more than 75 percent of the topics in the textbook.

TABLE 9-6

Comparison of Textbook Readability With The Reading
Ability of Students Using That Textbook at the
Oakland County Area Vocational
Education Centers

TEXTBOOK: Bennett and Siy; Blueprint Reading for Welders.

COURSE: Welding

CENTER(S):

☐ Northwest ☐ Northeast
☐ Southwest ☒ Southeast

TEXTBOOK READABILITY
Mean Dale-Chall Readability Grade Equivalent: 11-12

STUDENT READING ABILITY
Mean Gates-MacGinitie Comprehension Grade Equivalent: 9.8

DISTRIBUTION OF STUDENTS' COMPREHENSION SCORES AND COMPARISON WITH TEXTBOOK READABILITY

Grade Level	Number of Students
13 and above	4
12	-----3------
11	-----1------
10	5
9	5
8	3
7	4
below 7	7

Total number of students: 32

Students with comprehension scores below the mean readability of the textbook:

Number: 24-25

Percent: 75-78%

The average student may be expected to "comprehend" not less than 6 percent but not more than 40 percent of the topics in the textbook.

TABLE 9- 7

Comparison of Textbook Readability With The Reading
Ability of Students Using That Textbook at the
Oakland County Area Vocational
Education Centers

TEXTBOOK: Black; Diesel Engine Manual (3rd Edition.)

COURSE: Diesel Power

CENTER(S):

☐ Northwest ☐ Northeast

☐ Southwest ■ Southeast

TEXTBOOK READABILITY	STUDENT READING ABILITY
Mean Dale-Chall Readability Grade Equivalent: 10-11	Mean Gates-MacGinitie Comprehension Grade Equivalent: 9.0

DISTRIBUTION OF STUDENTS' COMPREHENSION SCORES
AND COMPARISON WITH TEXTBOOK READABILITY

Grade Level	Number of Students
13 and above	2
12	0
11	-----2-----
10	-----6-----
9	8
8	2
7	4
below 7	11

Total number of students: 35

Students with comprehension scores below the mean readability of the textbook:

Number: 25-31

Percent: 71-89%

The average student may be expected to "comprehend" not less than 19 percent but not more than 52 percent of the topics in the textbook.

ESEA Vocational Reading Power Project Title III

TABLE 9-8

Comparison of Textbook Readability With The Reading Ability of Students Using That Textbook at the Oakland County Area Vocational Education Centers

TEXTBOOK: Bredow and Cooper; The Medical Assistant.

COURSE: Medical Office Assisting

CENTER(S):

☐ Northwest ☐ Northeast

☒ Southwest ☐ Southeast

TEXTBOOK READABILITY

Mean Dale-Chall Readability Grade Equivalent: 9-11

STUDENT READING ABILITY

Mean Gates-MacGinitie Comprehension Grade Equivalent: 10.6

DISTRIBUTION OF STUDENTS' COMPREHENSION SCORES AND COMPARISON WITH TEXTBOOK READABILITY

Grade Level	Number of Students
13 and above	10
12	1
11	------4-----
10	13
9	------6-----
8	2
7	1
below 7	3

Total number of students: 40

Students with comprehension scores below the mean readability of the textbook:

Number: 6-25

Percent: 15-63%

The average student may be expected to "comprehend" not less than 34 percent but not more than 73 percent of the topics in the textbook.

TABLE 9- 9

Comparison of Textbook Readability With The Reading
Ability of Students Using That Textbook at the
Oakland County Area Vocational
Education Centers

TEXTBOOK: Brisbane and Riker; The Developing Child.

COURSE: Child Care

CENTER(S):

☐ Northwest ☐ Northeast
☐ Southwest ☒ Southeast

TEXTBOOK READABILITY Mean Dale-Chall Readability Grade Equivalent: 9-10	STUDENT READING ABILITY Mean Gates-MacGinitie Comprehension Grade Equivalent: 10.0

DISTRIBUTION OF STUDENTS' COMPREHENSION SCORES AND COMPARISON WITH TEXTBOOK READABILITY

Grade Level	Number of Students
13 and above	2
12	4
11	2
10	-----8-----
9	-----7-----
8	3
7	5
below 7	5

Total number of students: 36

Students with comprehension scores below the mean readability of the textbook:

Number: 13-20

Percent: 36-56%

The average student may be expected to "comprehend" not less than 61 percent but not more than 92 percent of the topics in the textbook.

TABLE 9-10

Comparison of Textbook Readability With The Reading
Ability of Students Using That Textbook at the
Oakland County Area Vocational
Education Centers

TEXTBOOK: Bush-Brown and Bush-Brown; America's Garden Book.

COURSE: Greenhouse and Landscaping

CENTER(S):

☐ Northwest ☐ Northeast

☐ Southwest ■ Southeast

TEXTBOOK READABILITY
Mean Dale-Chall Readability Grade Equivalent: 9-10

STUDENT READING ABILITY
Mean Gates-MacGinitie Comprehension Grade Equivalent: 10.1

DISTRIBUTION OF STUDENTS' COMPREHENSION SCORES AND COMPARISON WITH TEXTBOOK READABILITY

Grade Level	Number of Students
13 and above	7
12	0
11	3
10	-----7-----
9	-----4-----
8	1
7	2
below 7	9

Total number of students: 33

Students with comprehension scores below the mean readability of the textbook:

Number: 12-16

Percent: 36-48%

The average student may be expected to "comprehend" not less than 73 percent but not more than 96 percent of the topics in the textbook.

TABLE 9-11

Comparison of Textbook Readability With The Reading
Ability of Students Using That Textbook at the
Oakland County Area Vocational
Education Centers

TEXTBOOK: Cogoli; Photo-Offset Fundamentals.

COURSE: Modern Printing Processes

CENTER(S):

☒ Northwest ☐ Northeast
☐ Southwest ☐ Southeast

TEXTBOOK READABILITY
Mean Dale-Chall Readability Grade Equivalent: 10-12

STUDENT READING ABILITY
Mean Gates-MacGinitie Comprehension Grade Equivalent: 10.0

DISTRIBUTION OF STUDENTS' COMPREHENSION SCORES AND COMPARISON WITH TEXTBOOK READABILITY

Grade Level	Number of Students
13 and above	4
12	-----0-----
11	3
10	-----4-----
9	4
8	4
7	3
below 7	4

Total number of students: 26

Students with comprehension scores below the mean readability of the textbook:

Number: 15-22

Percent: 58-85%

The average student may be expected to "comprehend" not less than 24 percent but not more than 64 percent of the topics in the textbook.

ESEA **Vocational Reading Power Project** **Title III**

TABLE 9-12

Comparison of Textbook Readability With The Reading
Ability of Students Using That Textbook at the
Oakland County Area Vocational
Education Centers

TEXTBOOK: Darr; How To Repair Small Appliances, Volume II.

COURSE: Appliance Repair

CENTER(S):

☐ Northwest ☒ Northeast
☐ Southwest ☐ Southeast

TEXTBOOK READABILITY
Mean Dale-Chall Readability Grade Equivalent: 7-8

STUDENT READING ABILITY
Mean Gates-MacGinitie Comprehension Grade Equivalent: 9.0

DISTRIBUTION OF STUDENTS' COMPREHENSION SCORES AND COMPARISON WITH TEXTBOOK READABILITY

Grade Level	Number of Students
13 and above	1
12	0
11	4
10	3
9	2
8	2
7	3
below 7	9

Total number of students: 24

Students with comprehension scores below the mean readability of the textbook:

Number: 9-12

Percent: 38-50%

The average student may be expected to "comprehend" not less than 73 percent of the topics in the textbook.

TABLE 9-13

Comparison of Textbook Readability With The Reading
Ability of Students Using That Textbook at the
Oakland County Area Vocational
Education Centers

TEXTBOOK: Dugger, Patrick, Suess, and Ziegler; Unit I - Electrical Energy.

COURSE: Industrial Electricity

CENTER(S):

☐ Northwest ■ Northeast

☐ Southwest ☐ Southeast

TEXTBOOK READABILITY

Mean Dale-Chall Readability Grade Equivalent: 8-10

STUDENT READING ABILITY

Mean Gates-MacGinitie Comprehension Grade Equivalent: 10.0

DISTRIBUTION OF STUDENTS' COMPREHENSION SCORES AND COMPARISON WITH TEXTBOOK READABILITY

Grade Level	Number of Students
13 and above	5
12	1
11	2
10	-----4-----
9	6
8	-----1-----
7	5
below 7	7

Total number of students: 31

Students with comprehension scores below the mean readability of the textbook:

Number: 12-19

Percent: 39-61%

The average student may be expected to "comprehend" not less than 60 percent but not more than 94 percent of the topics in the textbook.

ESEA **Vocational Reading Power Project** **Title III**

TABLE 9-14

Comparison of Textbook Readability With The Reading
Ability of Students Using That Textbook at the
Oakland County Area Vocational
Education Centers

TEXTBOOK: Dugger, Patrick, Suess, and Ziegler; Unit II - Controlling Electrical Energy.

COURSE: Industrial Electricity

CENTER(S):

☐ Northwest ☒ Northeast
☐ Southwest ☐ Southeast

TEXTBOOK READABILITY
Mean Dale-Chall
Readability
Grade Equivalent: 12-14

STUDENT READING ABILITY
Mean Gates-MacGinitie
Comprehension
Grade Equivalent: 10.0

DISTRIBUTION OF STUDENTS' COMPREHENSION SCORES AND COMPARISON WITH TEXTBOOK READABILITY

Grade Level	Number of Students
13 and above	5
12	1
11	2
10	4
9	6
8	1
7	5
below 7	7

Total number of students: 31

Students with comprehension scores below the mean readability of the textbook:

Number: 25-26

Percent: 81-84%

The average student may be expected to "comprehend" not less than 8 percent but not more than 33 percent of the topics in the textbook.

TABLE 9-15

Comparison of Textbook Readability With The Reading
Ability of Students Using That Textbook at the
Oakland County Area Vocational
Education Centers

TEXTBOOK: Frederick and Kinn; The Office Assistant in Medical Practice.

COURSE: Medical Office Assisting

CENTER(S):

☒ Northwest ☐ Northeast
☐ Southwest ☐ Southeast

TEXTBOOK READABILITY
Mean Dale-Chall Readability Grade Equivalent: 11-13

STUDENT READING ABILITY
Mean Gates-MacGinitie Comprehension Grade Equivalent: 10.6

DISTRIBUTION OF STUDENTS' COMPREHENSION SCORES
AND COMPARISON WITH TEXTBOOK READABILITY

Grade Level	Number of Students
13 and above	-----5------
12	1
11	----2------
10	5
9	4
8	3
7	1
below 7	0

Total number of students: 21

Students with comprehension scores below the mean readability of the textbook:

Number: 13-16

Percent: 62-76%

The average student may be expected to "comprehend" not less than 20 percent but not more than 56 percent of the topics in the textbook.

ESEA **Vocational Reading Power Project** **Title III**

TABLE 9-16

Comparison of Textbook Readability With The Reading
Ability of Students Using That Textbook at the
Oakland County Area Vocational
Education Centers

TEXTBOOK: French and Svensen; Mechanical Drawing.

COURSE: Engineering Drafting

CENTER(S):

☐ Northwest ☐ Northeast
☒ Southwest ☐ Southeast

TEXTBOOK READABILITY
Mean Dale-Chall Readability Grade Equivalent: 9-11

STUDENT READING ABILITY
Mean Gates-MacGinitie Comprehension Grade Equivalent: 10.1

DISTRIBUTION OF STUDENTS' COMPREHENSION SCORES AND COMPARISON WITH TEXTBOOK READABILITY

Grade Level	Number of Students
13 and above	5
12	0
11	-----1-----
10	5
9	-----4-----
8	0
7	2
below 7	5

Total number of students: 22

Students with comprehension scores below the mean readability of the textbook:

Number: 7-16

Percent: 32-73%

The average student may be expected to "comprehend" not less than 50 percent but not more than 87 percent of the topics in the textbook.

TABLE 9-17

Comparison of Textbook Readability With The Reading
Ability of Students Using That Textbook at the
Oakland County Area Vocational
Education Centers

TEXTBOOK: General Motors Corporation; ABC's of Hand Tools.

COURSE: Diesel Power

CENTER(S):

☐ Northwest ☐ Northeast
☐ Southwest ■ Southeast

TEXTBOOK READABILITY
Mean Dale-Chall Readability Grade Equivalent: 7-9

STUDENT READING ABILITY
Mean Gates-MacGinitie Comprehension Grade Equivalent: 9.0

DISTRIBUTION OF STUDENTS' COMPREHENSION SCORES AND COMPARISON WITH TEXTBOOK READABILITY

Grade Level	Number of Students
13 and above	2
12	0
11	2
10	6
9	-----8-----
8	2
7	-----4-----
below 7	11

Total number of students: 35

Students with comprehension scores below the mean readability of the textbook:

Number: 11-17

Percent: 31-49%

The average student may be expected to "comprehend" not less than 73 percent of the topics in the textbook.

TABLE 9-18

Comparison of Textbook Readability With The Reading
Ability of Students Using That Textbook at the
Oakland County Area Vocational
Education Centers

TEXTBOOK: General Motors Corporation; Diesel, The Modern Power.

COURSE: Diesel Power

CENTER(S):

☐ Northwest ☐ Northeast
☐ Southwest ■ Southeast

TEXTBOOK READABILITY
Mean Dale-Chall Readability Grade Equivalent: 8-10

STUDENT READING ABILITY
Mean Gates-MacGinitie Comprehension Grade Equivalent: 9.0

DISTRIBUTION OF STUDENTS' COMPREHENSION SCORES
AND COMPARISON WITH TEXTBOOK READABILITY

Grade Level	Number of Students
13 and above	2
12	0
11	2
10	-----6-----
9	8
8	-----2-----
7	4
below 7	11

Total number of students: 35

Students with comprehension scores below the mean readability of the textbook:

Number: 15-25

Percent: 43-71%

The average student may be expected to "comprehend" not less than 58 percent but not more than 94 percent of the topics in the textbook.

TABLE 9-19

Comparison of Textbook Readability With The Reading
Ability of Students Using That Textbook at the
Oakland County Area Vocational
Education Centers

TEXTBOOK: Gerrish; Electricity and Electronics.

COURSE: Industrial Electronics

CENTER(S):

☐ Northwest ☐ Northeast
■ Southwest ☐ Southeast

TEXTBOOK READABILITY
Mean Dale-Chall Readability Grade Equivalent: 12-14

STUDENT READING ABILITY
Mean Gates-MacGinitie Comprehension Grade Equivalent: 12.1

DISTRIBUTION OF STUDENTS' COMPREHENSION SCORES AND COMPARISON WITH TEXTBOOK READABILITY

Grade Level	Number of Students
13 and above	---17------
12	----6------
11	2
10	6
9	5
8	1
7	0
below 7	2

Total number of students: 39

Students with comprehension scores below the mean readability of the textbook:

Number: 16-22

Percent: 41-56%

The average student may be expected to "comprehend" not less than 14 percent but not more than 58 percent of the topics in the textbook.

TABLE 9-20

Comparison of Textbook Readability With The Reading
Ability of Students Using That Textbook at the
Oakland County Area Vocational
Education Centers

TEXTBOOK: Gerrish; Transistor Electronics.

COURSE: Industrial Electronics

CENTER(S):

☐ Northwest ☐ Northeast

■ Southwest ☐ Southeast

TEXTBOOK READABILITY
Mean Dale-Chall Readability Grade Equivalent: 12-15

STUDENT READING ABILITY
Mean Gates-MacGinitie Comprehension Grade Equivalent: 12.1

DISTRIBUTION OF STUDENTS' COMPREHENSION SCORES AND COMPARISON WITH TEXTBOOK READABILITY

Grade Level	Number of Students
13 and above	----17-----
12	-----6-----
11	2
10	6
9	5
8	1
7	0
below 7	2

Total number of students: 39

Students with comprehension scores below the mean readability of the textbook:

Number: 16-22

Percent: 41-56%

The average student may be expected to "comprehend" not less than 30 percent but not more than 74 percent of the topics in the textbook.

SEA **Vocational Reading Power Project** **Title III**

TABLE 9- 21a

Comparison of Textbook Readability With The Reading
Ability of Students Using That Textbook at the
Oakland County Area Vocational
Education Centers

TEXTBOOK: Haines; Food Preparation for Hotels, Restaurants, and Cafeterias.

COURSE: Food Services

CENTER(S):

☐ Northwest ☒ Northeast
☐ Southwest ☐ Southeast

TEXTBOOK READABILITY
Mean Dale-Chall Readability Grade Equivalent: 9-10

STUDENT READING ABILITY
Mean Gates-MacGinitie Comprehension Grade Equivalent: 7.7

DISTRIBUTION OF STUDENTS' COMPREHENSION SCORES
AND COMPARISON WITH TEXTBOOK READABILITY

Grade Level	Number of Students
13 and above	2
12	0
11	1
10	4
9	7
8	4
7	2
below 7	19

Total number of students: 39

Students with comprehension scores below the mean readability of the textbook:

Number: 25-32

Percent: 64-82%

The average student may be expected to "comprehend" not less than 3 percent but not more than 29 percent of the topics in the textbook.

ESEA **Vocational Reading Power Project** **Title III**

TABLE 9-21b

Comparison of Textbook Readability With The Reading
Ability of Students Using That Textbook at the
Oakland County Area Vocational
Education Centers

TEXTBOOK: Haines; Food Preparation for Hotels, Restaurants, and Cafeterias.

COURSE: Food Services

CENTER(S):

☐ Northwest ☐ Northeast
☐ Southwest ☒ Southeast

TEXTBOOK READABILITY
Mean Dale-Chall
Readability
Grade Equivalent: 9-10

STUDENT READING ABILITY
Mean Gates-MacGinitie
Comprehension
Grade Equivalent: 10.0

DISTRIBUTION OF STUDENTS' COMPREHENSION SCORES
AND COMPARISON WITH TEXTBOOK READABILITY

Grade Level	Number of Students
13 and above	7
12	7
11	4
10	-----13-----
9	-----17-----
8	4
7	6
below 7	12

Total number of students: 70

Students with comprehension scores below the mean readability of the textbook:

Number: 22-39

Percent: 31-56%

The average student may be expected to "comprehend" not less than 75 percent but not more than 99 percent of the topics in the textbook.

ESEA **Vocational Reading Power Project** **Title III**

TABLE 9-22

Comparison of Textbook Readability With The Reading
Ability of Students Using That Textbook at the
Oakland County Area Vocational
Education Centers

TEXTBOOK: Harris; Professional Restaurant Service.

COURSE: Food Services

CENTER(S):

☐ Northwest ☐ Northeast
☐ Southwest ☒ Southeast

TEXTBOOK READABILITY Mean Dale-Chall Readability Grade Equivalent: 8-10	**STUDENT READING ABILITY** Mean Gates-MacGinitie Comprehension Grade Equivalent: 10.0

DISTRIBUTION OF STUDENTS' COMPREHENSION SCORES AND COMPARISON WITH TEXTBOOK READABILITY

Grade Level	Number of Students
13 and above	7
12	7
11	4
10	----13------
9	17
8	-----4------
7	6
below 7	12

Total number of students: 70

Students with comprehension scores below the mean readability of the textbook:

Number: 18-39

Percent: 26-56%

The average student may be expected to "comprehend" not less than 55 percent but not more than 95 percent of the topics in the textbook.

TABLE 9-23

Comparison of Textbook Readability With The Reading
Ability of Students Using That Textbook at the
Oakland County Area Vocational
Education Centers

TEXTBOOK: Hildebrand; Introduction To Early Childhood Education.

COURSE: Child Care and Development

CENTER(S):

☐ Northwest ■ Northeast
☐ Southwest ☐ Southeast

TEXTBOOK READABILITY
Mean Dale-Chall Readability Grade Equivalent: 7-10

STUDENT READING ABILITY
Mean Gates-MacGinitie Comprehension Grade Equivalent: 9.6

DISTRIBUTION OF STUDENTS' COMPREHENSION SCORES AND COMPARISON WITH TEXTBOOK READABILITY

Grade Level	Number of Students
13 and above	2
12	2
11	2
10	7
9	10
8	3
7	1
below 7	8

Total number of students: 35

Students with comprehension scores below the mean readability of the textbook:

Number: 8-22

Percent: 23-63%

The average student may be expected to "comprehend" not less than 38 percent but not more than 86 percent of the topics in the textbook.

ESEA **Vocational Reading Power Project** **Title III**

TABLE 9-24a

Comparison of Textbook Readability With The Reading
Ability of Students Using That Textbook at the
Oakland County Area Vocational
Education Centers

TEXTBOOK: Hobson; Automotive Refinishing.

COURSE: Auto Body Repair

CENTER(S):

☒ Northwest ☐ Northeast
☐ Southwest ☐ Southeast

TEXTBOOK READABILITY
Mean Dale-Chall Readability Grade Equivalent: 9-10

STUDENT READING ABILITY
Mean Gates-MacGinitie Comprehension Grade Equivalent: 10.0

DISTRIBUTION OF STUDENTS' COMPREHENSION SCORES AND COMPARISON WITH TEXTBOOK READABILITY

Grade Level	Number of Students
13 and above	1
12	2
11	1
10	-----5------
9	-----5------
8	1
7	0
below 7	4

Total number of students: 19

Students with comprehension scores below the mean readability of the textbook:

Number: 5-10

Percent: 26-53%

The average student may be expected to "comprehend" not less than 43 percent but not more than 89 percent of the topics in the textbook.

TABLE 9- 24b

Comparison of Textbook Readability With The Reading
Ability of Students Using That Textbook at the
Oakland County Area Vocational
Education Centers

TEXTBOOK: Hobson; Automotive Refinishing.

COURSE: Auto Body Repair

CENTER(S):

☐ Northwest ☐ Northeast

☐ Southwest ☒ Southeast

TEXTBOOK READABILITY
Mean Dale-Chall
Readability
Grade Equivalent: 9-10

STUDENT READING ABILITY
Mean Gates-MacGinitie
Comprehension
Grade Equivalent: 9.8

DISTRIBUTION OF STUDENTS' COMPREHENSION SCORES AND COMPARISON WITH TEXTBOOK READABILITY

Grade Level	Number of Students
13 and above	5
12	0
11	0
10	-----5-----
9	----11-----
8	4
7	3
below 7	8

Total number of students: 36

Students with comprehension scores below the mean readability of the textbook:

Number: 15-26

Percent: 42-72%

The average student may be expected to "comprehend" not less than 31 percent but not more than 84 percent of the topics in the textbook.

TABLE 9-25

Comparison of Textbook Readability-With The Reading
Ability of Students Using That Textbook at the
Oakland County Area Vocational
Education Centers

TEXTBOOK: Hogg; Auto Body Repair and Refinishing.

COURSE: Auto Body Repair

CENTER(S):

■ Northwest ☐ Northeast
☐ Southwest ☐ Southeast

TEXTBOOK READABILITY
Mean Dale-Chall Readability Grade Equivalent: 9-11

STUDENT READING ABILITY
Mean Gates-MacGinitie Comprehension Grade Equivalent: 10.0

DISTRIBUTION OF STUDENTS' COMPREHENSION SCORES AND COMPARISON WITH TEXTBOOK READABILITY

Grade Level	Number of Students
13 and above	1
12	2
11	-----1-----
10	5
9	-----5-----
8	1
7	0
below 7	4

Total number of students: 19

Students with comprehension scores below the mean readability of the textbook:

Number: 5-15

Percent: 26-79%

The average student may be expected to "comprehend" not less than 46 percent but not more than 82 percent of the topics in the textbook.

TABLE 9-26a

Comparison of Textbook Readability With The Reading
Ability of Students Using That Textbook at the
Oakland County Area Vocational
Education Centers

TEXTBOOK: Jensen; Engineering Drawing and Design.

COURSE: Engineering Drafting

CENTER(S):

☐ Northwest ☐ Northeast

☐ Southwest ■ Southeast

TEXTBOOK READABILITY

Mean Dale-Chall Readability Grade Equivalent: 11-12

STUDENT READING ABILITY

Mean Gates-MacGinitie Comprehension Grade Equivalent: 10.2

DISTRIBUTION OF STUDENTS' COMPREHENSION SCORES AND COMPARISON WITH TEXTBOOK READABILITY

Grade Level	Number of Students
13 and above	3
12	------2-----
11	------0-----
10	4
9	4
8	4
7	1
below 7	1

Total number of students: 19

Students with comprehension scores below the mean readability of the textbook:

Number: 14

Percent: 74%

The average student may be expected to "comprehend" not less than 10 percent but not more than 43 percent of the topics in the textbook.

TABLE 9-26b

Comparison of Textbook Readability With The Reading
Ability of Students Using That Textbook at the
Oakland County Area Vocational
Education Centers

TEXTBOOK: Jensen; Engineering Drawing and Design.

COURSE: Engineering Drafting

CENTER(S):

☐ Northwest ☐ Northeast
☒ Southwest ☐ Southeast

TEXTBOOK READABILITY
Mean Dale-Chall Readability Grade Equivalent: 11-12

STUDENT READING ABILITY
Mean Gates-MacGinitie Comprehension Grade Equivalent: 10.1

DISTRIBUTION OF STUDENTS' COMPREHENSION SCORES
AND COMPARISON WITH TEXTBOOK READABILITY

Grade Level	Number of Students
13 and above	5
12	-----0------
11	-----1------
10	5
9	4
8	0
7	2
below 7	5

Total number of students: 22

Students with comprehension scores below the mean readability of the textbook:

Number: 16-17

Percent: 73-77%

The average student may be expected to "comprehend" not less than 10 percent but not more than 43 percent of the topics in the textbook.

ESEA **Vocational Reading Power Project** **Title III**

TABLE 9- 27

Comparison of Textbook Readability With The Reading Ability of Students Using That Textbook at the Oakland County Area Vocational Education Centers

TEXTBOOK: Krar, Oswald, and St. Amand; Technology of Machine Tools.

COURSE: Machine Shop

CENTER(S):

☐ Northwest ☐ Northeast
■ Southwest ☐ Southeast

TEXTBOOK READABILITY

Mean Dale-Chall Readability Grade Equivalent: 10-11

STUDENT READING ABILITY

Mean Gates-MacGinitie Comprehension Grade Equivalent: 9.4

DISTRIBUTION OF STUDENTS' COMPREHENSION SCORES AND COMPARISON WITH TEXTBOOK READABILITY

Grade Level	Number of Students
13 and above	1
12	0
11	-----1-----
10	-----5-----
9	9
8	1
7	3
below 7	6

Total number of students: 26

Students with comprehension scores below the mean readability of the textbook:

Number: 19-24

Percent: 73-92%

The average student may be expected to "comprehend" not less than 17 percent but not more than 66 percent of the topics in the textbook.

TABLE 9-28

Comparison of Textbook Readability With The Reading
Ability of Students Using That Textbook at the
Oakland County Area Vocational
Education Centers

TEXTBOOK: Lang; Principles of Air Conditioning.

COURSE: Heating and Air Conditioning

CENTER(S):

☐ Northwest ■ Northeast
☐ Southwest ☐ Southeast

TEXTBOOK READABILITY
Mean Dale-Chall Readability Grade Equivalent: 11-14

STUDENT READING ABILITY
Mean Gates-MacGinitie Comprehension Grade Equivalent: 10.6

DISTRIBUTION OF STUDENTS' COMPREHENSION SCORES AND COMPARISON WITH TEXTBOOK READABILITY

Grade Level	Number of Students
13 and above	----6-----
12	1
11	----2-----
10	1
9	4
8	0
7	2
below 7	2

Total number of students: 18

Students with comprehension scores below the mean readability of the textbook:

Number: 9-12

Percent: 50-67%

The average student may be expected to "comprehend" not less than 12 percent but not more than 49 percent of the topics in the textbook.

TABLE 9-29

Comparison of Textbook Readability With The Reading
Ability of Students Using That Textbook at the
Oakland County Area Vocational
Education Centers

TEXTBOOK: Leeper, Dales, Skipper, and Witherspoon; *Good Schools for Young Children.*

COURSE: Child Care and Development

CENTER(S):

☐ Northwest ☒ Northeast
☐ Southwest ☐ Southeast

TEXTBOOK READABILITY

Mean Dale-Chall Readability Grade Equivalent: 10-12

STUDENT READING ABILITY

Mean Gates-MacGinitie Comprehension Grade Equivalent: 9.6

DISTRIBUTION OF STUDENTS' COMPREHENSION SCORES AND COMPARISON WITH TEXTBOOK READABILITY

Grade Level	Number of Students
13 and above	2
12	-----2-----
11	2
10	-----7-----
9	10
8	3
7	1
below 7	8

Total number of students: 35

Students with comprehension scores below the mean readability of the textbook:

Number: 22-31

Percent: 63-89%

The average student may be expected to "comprehend" not less than 27 percent but not more than 67 percent of the topics in the textbook.

TABLE 9-30

Comparison of Textbook Readability With The Reading
Ability of Students Using That Textbook at the
Oakland County Area Vocational
Education Centers

TEXTBOOK: Lundberg and Kotchevar; Understanding Cooking.

COURSE: Food Services

CENTER(S):

☐ Northwest ☐ Northeast
■ Southwest ☐ Southeast

TEXTBOOK READABILITY
Mean Dale-Chall Readability Grade Equivalent: 8-10

STUDENT READING ABILITY
Mean Gates-MacGinitie Comprehension Grade Equivalent: 9.8

DISTRIBUTION OF STUDENTS' COMPREHENSION SCORES AND COMPARISON WITH TEXTBOOK READABILITY

Grade Level	Number of Students
13 and above	8
12	1
11	7
10	----10------
9	14
8	-----4------
7	8
below 7	16

Total number of students: 68

Students with comprehension scores below the mean readability of the textbook:

Number: 24-42

Percent: 35-62%

The average student may be expected to "comprehend" not less than 50 percent but not more than 81 percent of the topics in the textbook.

ESEA **Vocational Reading Power Project** **Title III**

TABLE 9-31

Comparison of Textbook Readability With The Reading Ability of Students Using That Textbook at the Oakland County Area Vocational Education Centers

TEXTBOOK: Lux and Ray; The World of Construction.

COURSE: Building Trades

CENTER(S):

☐ Northwest ☒ Northeast

☐ Southwest ☐ Southeast

TEXTBOOK READABILITY

Mean Dale-Chall Readability Grade Equivalent: 8-10

STUDENT READING ABILITY

Mean Gates-MacGinitie Comprehension Grade Equivalent: 9.0

DISTRIBUTION OF STUDENTS' COMPREHENSION SCORES AND COMPARISON WITH TEXTBOOK READABILITY

Grade Level	Number of Students
13 and above	4
12	0
11	1
10	3
9	6
8	3
7	3
below 7	9

Total number of students: 29

Students with comprehension scores below the mean readability of the textbook:

Number: 12-21

Percent: 41-72%

The average student may be expected to "comprehend" not less than 47 percent but not more than 83 percent of the topics in the textbook.

TABLE 9-32

Comparison of Textbook Readability With The Reading
Ability of Students Using That Textbook at the
Oakland County Area Vocational
Education Centers

TEXTBOOK: Mann; Theory Manual for Telecommunication.

COURSE: Radio-TV Repair

CENTER(S):

☒ Northwest ☐ Northeast
☐ Southwest ☐ Southeast

TEXTBOOK READABILITY
Mean Dale-Chall Readability Grade Equivalent: 13-16+

STUDENT READING ABILITY
Mean Gates-MacGinitie Comprehension Grade Equivalent: 10.2

DISTRIBUTION OF STUDENTS' COMPREHENSION SCORES AND COMPARISON WITH TEXTBOOK READABILITY

Grade Level	Number of Students
13 and above	4
12	3
11	2
10	8
9	4
8	4
7	3
below 7	3

Total number of students: 31

Students with comprehension scores below the mean readability of the textbook:

Number: 27

Percent: 87%

The average student may be expected to "comprehend" not more than 22 percent of the topics in the textbook.

ESEA Vocational Reading Power Project Title III

TABLE 9-33

Comparison of Textbook Readability With The Reading
Ability of Students Using That Textbook at the
Oakland County Area Vocational
Education Centers

TEXTBOOK: McCarthy and Smith
Machine Tool Technology.

COURSE: Machine Shop

CENTER(S):

☐ Northwest ☐ Northeast
☒ Southwest ☐ Southeast

TEXTBOOK READABILITY
Mean Dale-Chall Readability Grade Equivalent: 10-12

STUDENT READING ABILITY
Mean Gates-MacGinitie Comprehension Grade Equivalent: 9.4

DISTRIBUTION OF STUDENTS' COMPREHENSION SCORES AND COMPARISON WITH TEXTBOOK READABILITY

Grade Level	Number of Students
13 and above	1
12	-----0------
11	1
10	-----5------
9	9
8	1
7	3
below 7	6

Total number of students: 26

Students with comprehension scores below the mean readability of the textbook:

Number: 19-25

Percent: 73-96%

The average student may be expected to "comprehend" not less than 16 percent but not more than 50 percent of the topics in the textbook.

ESEA Vocational Reading Power Project Title III

TABLE 9-34

Comparison of Textbook Readability With The Reading
Ability of Students Using That Textbook at the
Oakland County Area Vocational
Education Centers

TEXTBOOK: McDermott and Norris; Opportunities in Clothing.

COURSE: Clothing Service

CENTER(S):

☐ Northwest ■ Northeast
☐ Southwest ☐ Southeast

TEXTBOOK READABILITY
Mean Dale-Chall Readability Grade Equivalent: 10-11

STUDENT READING ABILITY
Mean Gates-MacGinitie Comprehension Grade Equivalent: 9.4

DISTRIBUTION OF STUDENTS' COMPREHENSION SCORES AND COMPARISON WITH TEXTBOOK READABILITY

Grade Level	Number of Students
13 and above	1
12	0
11	-----3-----
10	-----6-----
9	5
8	1
7	2
below 7	9

Total number of students: 27

Students with comprehension scores below the mean readability of the textbook:

Number: 17-23

Percent: 63-85%

The average student may be expected to "comprehend" not less than 8 percent but not more than 50 percent of the topics in the textbook.

ESEA **Vocational Reading Power Project** **Title III**

TABLE 9- 35

Comparison of Textbook Readability With The Reading
Ability of Students Using That Textbook at the
Oakland County Area Vocational
Education Centers

TEXTBOOK: Memmler; The Human Body in Health and Disease.

COURSE: Medical Office Assisting

CENTER(S):

☒ Northwest ☐ Northeast

☐ Southwest ☐ Southeast

TEXTBOOK READABILITY
Mean Dale-Chall
Readability
Grade Equivalent: 11-13

STUDENT READING ABILITY
Mean Gates-MacGinitie
Comprehension
Grade Equivalent: 10.6

DISTRIBUTION OF STUDENTS' COMPREHENSION SCORES AND COMPARISON WITH TEXTBOOK READABILITY

Grade Level	Number of Students
13 and above	----5------
12	1
11	----2------
10	5
9	4
8	3
7	1
below 7	0

Total number of students: 21

Students with comprehension scores below the mean readability of the textbook:

Number: 13-16

Percent: 62-76%

The average student may be expected to "comprehend" not less than 11 percent but not more than 44 percent of the topics in the textbook.

ESEA **Vocational Reading Power Project** **Title III**

TABLE 9-36

Comparison of Textbook Readability With The Reading Ability of Students Using That Textbook at the Oakland County Area Vocational Education Centers

TEXTBOOK: Milady Editors; Standard Textbook of Cosmetology.

COURSE: Cosmetology

CENTER(S):

☐ Northwest ☐ Northeast
☐ Southwest ☒ Southeast

TEXTBOOK READABILITY
Mean Dale-Chall Readability Grade Equivalent: 11-12

STUDENT READING ABILITY
Mean Gates-MacGinitie Comprehension Grade Equivalent: 10.1

DISTRIBUTION OF STUDENTS' COMPREHENSION SCORES AND COMPARISON WITH TEXTBOOK READABILITY

Grade Level	Number of Students
13 and above	4
12	0
11	1
10	8
9	9
8	4
7	1
below 7	3

Total number of students: 30

Students with comprehension scores below the mean readability of the textbook:

Number: 25-26

Percent: 83-87%

The average student may be expected to "comprehend" not less than 27 percent but not more than 56 percent of the topics in the textbook.

ESEA **Vocational Reading Power Project** **Title III**

TABLE 9-37

Comparison of Textbook Readability With The Reading Ability of Students Using That Textbook at the Oakland County Area Vocational Education Centers

TEXTBOOK: Mileaf; Electronics One - Seven.

COURSE: Radio-Television Repair

CENTER(S):

☒ Northwest ☐ Northeast

☐ Southwest ☐ Southeast

TEXTBOOK READABILITY

Mean Dale-Chall Readability Grade Equivalent: 15-16+

STUDENT READING ABILITY

Mean Gates-MacGinitie Comprehension Grade Equivalent: 10.2

DISTRIBUTION OF STUDENTS' COMPREHENSION SCORES AND COMPARISON WITH TEXTBOOK READABILITY

Grade Level	Number of Students
13 and above	4
12	3
11	2
10	8
9	4
8	4
7	3
below 7	3

Total number of students: 31

Students with comprehension scores below the mean readability of the textbook:

Number: 27

Percent: 87%

The average student may be expected to "comprehend" not more than 18 percent of the topics in the textbook.

TABLE 9-38

Comparison of Textbook Readability With The Reading
Ability of Students Using That Textbook at the
Oakland County Area Vocational
Education Centers

TEXTBOOK: Moore; Integrated Circuit Laboratory Manual.

COURSE: Industrial Electronics

CENTER(S):

☐ Northwest ☐ Northeast
☐ Southwest ☒ Southeast

TEXTBOOK READABILITY

Mean Dale-Chall Readability Grade Equivalent: 10-12

STUDENT READING ABILITY

Mean Gates-MacGinitie Comprehension Grade Equivalent: 11.3

DISTRIBUTION OF STUDENTS' COMPREHENSION SCORES AND COMPARISON WITH TEXTBOOK READABILITY

Grade Level	Number of Students
13 and above	16
12	-----0-----
11	3
10	-----4-----
9	4
8	1
7	1
below 7	4

Total number of students: 33

Students with comprehension scores below the mean readability of the textbook:

Number: 10-17

Percent: 30-52%

The average student may be expected to "comprehend" not less than 40 percent but not more than 77 percent of the topics in the textbook.

Vocational Reading Power Project

TABLE 9-39

Comparison of Textbook Readability With The Reading
Ability of Students Using That Textbook at the
Oakland County Area Vocational
Education Centers

TEXTBOOK: Mullin; Electrical Trades Blueprint Reading.

COURSE: Building Trades

CENTER(S):

☐ Northwest ■ Northeast
☐ Southwest ☐ Southeast

TEXTBOOK READABILITY
Mean Dale-Chall Readability Grade Equivalent: 11-13

STUDENT READING ABILITY
Mean Gates-MacGinitie Comprehension Grade Equivalent: 9.0

DISTRIBUTION OF STUDENTS' COMPREHENSION SCORES AND COMPARISON WITH TEXTBOOK READABILITY

Grade Level	Number of Students
13 and above	-----4-----
12	0
11	-----1-----
10	3
9	6
8	3
7	3
below 7	9

Total number of students: 29

Students with comprehension scores below the mean readability of the textbook:

Number: 24-25

Percent: 83-86%

The average student may be expected to "comprehend" not less than 2 percent but not more than 27 percent of the topics in the textbook.

ESEA **Vocational Reading Power Project** **Title III**

TABLE 9-40a

Comparison of Textbook Readability With The Reading
Ability of Students Using That Textbook at the
Oakland County Area Vocational
Education Centers

TEXTBOOK: Park and Ashman: A Textbook for Dental Assistants.

COURSE: Dental Assisting

CENTER(S):

☒ Northwest ☐ Northeast
☐ Southwest ☐ Southeast

TEXTBOOK READABILITY
Mean Dale-Chall Readability Grade Equivalent: 12-15

STUDENT READING ABILITY
Mean Gates-MacGinitie Comprehension Grade Equivalent: 10.5

DISTRIBUTION OF STUDENTS' COMPREHENSION SCORES AND COMPARISON WITH TEXTBOOK READABILITY

Grade Level	Number of Students
13 and above	5
12	3
11	0
10	12
9	7
8	1
7	1
below 7	2

Total number of students: 31

Students with comprehension scores below the mean readability of the textbook:

Number: 23-26

Percent: 74-84%

The average student may be expected to "comprehend" not less than 4 percent but not more than 34 percent of the topics in the textbook.

ESEA **Vocational Reading Power Project** **Title III**

TABLE 9-40b

Comparison of Textbook Readability With The Reading
Ability of Students Using That Textbook at the
Oakland County Area Vocational
Education Centers

TEXTBOOK: Park and Ashman; A Textbook for Dental Assistants.

COURSE: Dental Office Assisting

CENTER(S):

☐ Northwest ☐ Northeast
☒ Southwest ☐ Southeast

TEXTBOOK READABILITY
Mean Dale-Chall Readability Grade Equivalent: 12-15

STUDENT READING ABILITY
Mean Gates-MacGinitie Comprehension Grade Equivalent: 10.2

DISTRIBUTION OF STUDENTS' COMPREHENSION SCORES AND COMPARISON WITH TEXTBOOK READABILITY

Grade Level	Number of Students
13 and above	4
12	3
11	3
10	11
9	15
8	3
7	2
below 7	2

Total number of students: 43

Students with comprehension scores below the mean readability of the textbook:

Number: 36-39

Percent: 84-91%

The average student may be expected to "comprehend" not less than 4 percent but not more than 34 percent of the topics in the textbook.

TABLE 9- 41

Comparison of Textbook Readability With The Reading
Ability of Students Using That Textbook at the
Oakland County Area Vocational
Education Centers

TEXTBOOK: Pfahl; Retail Floral Business.

COURSE: Retail Plant Sales

CENTER(S):

☐ Northwest ☐ Northeast

☐ Southwest ■ Southeast

TEXTBOOK READABILITY

Mean Dale-Chall Readability Grade Equivalent: 9-10

STUDENT READING ABILITY

Mean Gates-MacGinitie Comprehension Grade Equivalent: 10.3

DISTRIBUTION OF STUDENTS' COMPREHENSION SCORES AND COMPARISON WITH TEXTBOOK READABILITY

Grade Level	Number of Students
13 and above	7
12	1
11	3
10	-----4-----
9	-----7-----
8	0
7	3
below 7	3

Total number of students: 27

Students with comprehension scores below the mean readability of the textbook:

Number: 6-13

Percent: 22-48%

The average student may be expected to "comprehend" not less than 61 percent but not more than 90 percent of the topics in the textbook.

TABLE 9-42

Comparison of Textbook Readability With The Reading
Ability of Students Using That Textbook at the
Oakland County Area Vocational
Education Centers

TEXTBOOK: PF Reporter Editorial Staff; TV Diagnosis and Repair.

COURSE: Radio and Television Repair

CENTER(S):

☐ Northwest ☐ Northeast

☐ Southwest ■ Southeast

TEXTBOOK READABILITY
Mean Dale-Chall
Readability
Grade Equivalent: 12-14

STUDENT READING ABILITY
Mean Gates-MacGinitie
Comprehension
Grade Equivalent: 10.2

DISTRIBUTION OF STUDENTS' COMPREHENSION SCORES
AND COMPARISON WITH TEXTBOOK READABILITY

Grade Level	Number of Students
13 and above	-----9-----
12	-----0-----
11	1
10	5
9	4
8	2
7	2
below 7	10

Total number of students: 33

Students with comprehension scores below the mean readability of the textbook:

Number: 24

Percent: 73%

The average student may be expected to "comprehend" not more than 27 percent of the topics in the textbook.

TABLE 9- 43

Comparison of Textbook Readability With The Reading
Ability of Students Using That Textbook at the
Oakland County Area Vocational
Education Centers

TEXTBOOK: Philco-Ford; Basic Concepts and D.C. Circuits, Student Laboratory Manual (H100-1).

COURSE: Industrial Electricity

CENTER(S):

☐ Northwest ■ Northeast
☐ Southwest ☐ Southeast

TEXTBOOK READABILITY

Mean Dale-Chall Readability Grade Equivalent: 11-14

STUDENT READING ABILITY

Mean Gates-MacGinitie Comprehension Grade Equivalent: 10.0

DISTRIBUTION OF STUDENTS' COMPREHENSION SCORES AND COMPARISON WITH TEXTBOOK READABILITY

Grade Level	Number of Students
13 and above	------5----
12	1
11	------2----
10	4
9	6
8	1
7	5
below 7	7

Total number of students: 31

Students with comprehension scores below the mean readability of the textbook:

Number: 23-26

Percent: 74-84%

The average student may be expected to "comprehend" not less than 10 percent but not more than 46 percent of the topics in the textbook.

ESEA Vocational Reading Power Project Title III

TABLE 9-44

Comparison of Textbook Readability With The Reading
Ability of Students Using That Textbook at the
Oakland County Area Vocational
Education Centers

TEXTBOOK: Philco-Ford: Basic Electricity, Student Laboratory Manual (H1042).

COURSE: Industrial Electricity

CENTER(S):

☐ Northwest ☒ Northeast
☐ Southwest ☐ Southeast

TEXTBOOK READABILITY
Mean Dale-Chall
Readability
Grade Equivalent: 11-13

STUDENT READING ABILITY
Mean Gates-MacGinitie
Comprehension
Grade Equivalent: 10.0

DISTRIBUTION OF STUDENTS' COMPREHENSION SCORES AND COMPARISON WITH TEXTBOOK READABILITY

Grade Level	Number of Students
13 and above	-----5-----
12	1
11	-----2-----
10	4
9	6
8	1
7	5
below 7	7

Total number of students: 31

Students with comprehension scores below the mean readability of the textbook:

Number: 23-26

Percent: 74-84%

The average student may be expected to "comprehend" not less than 7 percent but not more than 42 percent of the topics in the textbook.

ESEA **Vocational Reading Power Project** **Title III**

TABLE 9-44

Comparison of Textbook Readability With The Reading
Ability of Students Using That Textbook at the
Oakland County Area Vocational
Education Centers

TEXTBOOK: Philco-Ford;
Basic Electricity, Student
Laboratory Manual (H1042).

COURSE: Industrial Electricity

CENTER(S):

☐ Northwest ☒ Northeast
☐ Southwest ☐ Southeast

TEXTBOOK READABILITY
Mean Dale-Chall Readability Grade Equivalent: 11-13

STUDENT READING ABILITY
Mean Gates-MacGinitie Comprehension Grade Equivalent: 10.0

DISTRIBUTION OF STUDENTS' COMPREHENSION SCORES AND COMPARISON WITH TEXTBOOK READABILITY

Grade Level	Number of Students
13 and above	-----5------
12	1
11	-----2------
10	4
9	6
8	1
7	5
below 7	7

Total number of students: 31

Students with comprehension scores below the mean readability of the textbook:

Number: 23-26

Percent: 74-84%

The average student may be expected to "comprehend" not less than 7 percent but not more than 42 percent of the topics in the textbook.

ESEA **Title III**

Vocational Reading Power Project

TABLE 9-45

Comparison of Textbook Readability With The Reading
Ability of Students Using That Textbook at the
Oakland County Area Vocational
Education Centers

TEXTBOOK: Philco-Ford; Basic Electronics, Student Laboratory Manual (H1043).	**COURSE:** Industrial Electricity
	CENTER(S): ☐ Northwest ■ Northeast ☐ Southwest ☐ Southeast

TEXTBOOK READABILITY Mean Dale-Chall Readability Grade Equivalent: 12-15	STUDENT READING ABILITY Mean Gates-MacGinitie Comprehension Grade Equivalent: 10.0

DISTRIBUTION OF STUDENTS' COMPREHENSION SCORES AND COMPARISON WITH TEXTBOOK READABILITY

Grade Level	Number of Students
13 and above	------5-----
12	------1-----
11	2
10	4
9	6
8	1
7	5
below 7	7

Total number of students: 31

Students with comprehension scores below the mean readability of the textbook:

Number: 25-26

Percent: 81-84%

The average student may be expected to "comprehend" not less than 3 percent but not more than 29 percent of the topics in the textbook.

ESEA **Vocational Reading Power Project** **Title III**

TABLE 9- 46(1)

Comparison of Textbook Readability With The Reading
Ability of Students Using That Textbook at the
Oakland County Area Vocational
Education Centers

TEXTBOOK: Philco-Ford; Electronic and Electrical Fundamentals, Volume I, Basic Concepts and D.C. Circuits. (Narrative)	**COURSE:** Industrial Electricity
	CENTER(S): ☐ Northwest ☒ Northeast ☐ Southwest ☐ Southeast

TEXTBOOK READABILITY Mean Dale-Chall Readability Grade Equivalent: 13-16+	**STUDENT READING ABILITY** Mean Gates-MacGinitie Comprehension Grade Equivalent: 10.0

DISTRIBUTION OF STUDENTS' COMPREHENSION SCORES AND COMPARISON WITH TEXTBOOK READABILITY

Grade Level	Number of Students
13 and above	5
12	1
11	2
10	4
9	6
8	1
7	5
below 7	7

Total number of students: 31

Students with comprehension scores below the mean readability of the textbook:

Number: 26

Percent: 84%

The average student may be expected to "comprehend" not less than 4 percent but not more than 36 percent of the topics in the textbook.

TABLE 9- 46(2)

Comparison of Textbook Readability With The Reading
Ability of Students Using That Textbook at the
Oakland County Area Vocational
Education Centers

TEXTBOOK: Philco-Ford; Electronic and Electrical Fundamentals, Volume I, Basic Concepts and D.C. Circuits. (Frames)

COURSE: Industrial Electricity

CENTER(S):
☐ Northwest ■ Northeast
☐ Southwest ☐ Southeast

TEXTBOOK READABILITY
Mean Dale-Chall Readability Grade Equivalent: 11-14

STUDENT READING ABILITY
Mean Gates-MacGinitie Comprehension Grade Equivalent: 10.0

DISTRIBUTION OF STUDENTS' COMPREHENSION SCORES AND COMPARISON WITH TEXTBOOK READABILITY

Grade Level	Number of Students
13 and above	----5------
12	1
11	----2------
10	4
9	6
8	1
7	5
below 7	7

Total number of students: 31

Students with comprehension scores below the mean readability of the textbook:

Number: 23-26

Percent: 74-84%

The average student may be expected to "comprehend" not less than 9 percent but not more than 53 percent of the topics in the textbook.

TABLE 9-47

Comparison of Textbook Readability With The Reading
Ability of Students Using That Textbook at the
Oakland County Area Vocational
Education Centers

TEXTBOOK: Radio Corporation of America; Receiving Tube Manual.

COURSE: Industrial Electricity

CENTER(S):

☐ Northwest ☒ Northeast
☐ Southwest ☐ Southeast

TEXTBOOK READABILITY
Mean Dale-Chall Readability Grade Equivalent: 15-16+

STUDENT READING ABILITY
Mean Gates-MacGinitie Comprehension Grade Equivalent: 10.0

DISTRIBUTION OF STUDENTS' COMPREHENSION SCORES AND COMPARISON WITH TEXTBOOK READABILITY

Grade Level	Number of Students
13 and above	5
12	1
11	2
10	4
9	6
8	1
7	5
below 7	7

Total number of students: 31

Students with comprehension scores below the mean readability of the textbook:

Number: 26

Percent: 84%

The average student may be expected to "comprehend" not more than 27 percent of the topics in the textbook.

August 18, 1972

TABLE 9-48

Comparison of Textbook Readability With The Reading Ability of Students Using That Textbook at the Oakland County Area Vocational Education Centers

TEXTBOOK: Radio Corporation of America; Transistor, Thyristor, and Diode Manual.

COURSE: Industrial Electricity

CENTER(S):

☐ Northwest ☒ Northeast
☐ Southwest ☐ Southeast

TEXTBOOK READABILITY
Mean Dale-Chall Readability Grade Equivalent: 15-16+

STUDENT READING ABILITY
Mean Gates-MacGinitie Comprehension Grade Equivalent: 10.0

DISTRIBUTION OF STUDENTS' COMPREHENSION SCORES AND COMPARISON WITH TEXTBOOK READABILITY

Grade Level	Number of Students
13 and above	5
12	1
11	2
10	4
9	6
8	1
7	5
below 7	7

Total number of students: 31

Students with comprehension scores below the mean readability of the textbook:

Number: 26

Percent: 84%

The average student may be expected to "comprehend" not more than 21 percent of the topics in the textbook.

August 18, 1972

TABLE 9-49a

Comparison of Textbook Readability With The Reading
Ability of Students Using That Textbook at the
Oakland County Area Vocational
Education Centers

TEXTBOOK: Read; The Nursery School (4th Edition).

COURSE: Child Care and Development

CENTER(S):

☐ Northwest ■ Northeast
☐ Southwest ☐ Southeast

TEXTBOOK READABILITY
Mean Dale-Chall Readability Grade Equivalent: 8-9

STUDENT READING ABILITY
Mean Gates-MacGinitie Comprehension Grade Equivalent: 9.6

DISTRIBUTION OF STUDENTS' COMPREHENSION SCORES AND COMPARISON WITH TEXTBOOK READABILITY

Grade Level	Number of Students
13 and above	2
12	2
11	2
10	7
9	----10------
8	-----3------
7	1
below 7	8

Total number of students: 35

Students with comprehension scores below the mean readability of the textbook:

Number: 9-12

Percent: 26-34%

The average student may be expected to "comprehend" not less than 55 percent but not more than 95 percent of the topics in the textbook.

ESEA **Vocational Reading Power Project** **Title III**

TABLE 9-49b

Comparison of Textbook Readability With The Reading Ability of Students Using That Textbook at the Oakland County Area Vocational Education Centers

TEXTBOOK: Read; The Nursery School (4th Edition).

COURSE: Child Care and Development

CENTER(S):

☐ Northwest ☐ Northeast

☐ Southwest ☒ Southeast

TEXTBOOK READABILITY

Mean Dale-Chall Readability Grade Equivalent: 8-9

STUDENT READING ABILITY

Mean Gates-MacGinitie Comprehension Grade Equivalent: 10.0

DISTRIBUTION OF STUDENTS' COMPREHENSION SCORES AND COMPARISON WITH TEXTBOOK READABILITY

Grade Level	Number of Students
13 and above	2
12	4
11	2
10	8
9	-----7------
8	-----3------
7	5
below 7	5

Total number of students: 36

Students with comprehension scores below the mean readability of the textbook:

Number: 10-13

Percent: 28-36%

The average student may be expected to "comprehend" not less than 69 percent of the topics in the textbook.

TABLE 9-50a

Comparison of Textbook Readability With The Reading
Ability of Students Using That Textbook at the
Oakland County Area Vocational
Education Centers

TEXTBOOK: Read; The Nursery School (5th Edition).	**COURSE:** Child Care and Development
	CENTER(S): ☐ Northwest ■ Northeast ☐ Southwest ☐ Southeast

TEXTBOOK READABILITY Mean Dale-Chall Readability Grade Equivalent: 8-10	STUDENT READING ABILITY Mean Gates-MacGinitie Comprehension Grade Equivalent: 9.6

DISTRIBUTION OF STUDENTS' COMPREHENSION SCORES
AND COMPARISON WITH TEXTBOOK READABILITY

Grade Level	Number of Students
13 and above	2
12	2
11	2
10	----7-----
9	10
8	----3-----
7	1
below 7	8

Total number of students: 35

Students with comprehension scores below the mean readability of the textbook:

Number: 9-22

Percent: 26-63%

The average student may be expected to "comprehend" not less than 45 percent but not more than 84 percent of the topics in the textbook.

TABLE 9-50b

Comparison of Textbook Readability With The Reading Ability of Students Using That Textbook at the Oakland County Area Vocational Education Centers

TEXTBOOK: Read; The Nursery School (5th Edition).	**COURSE:** Child Care and Development
	CENTER(S): ☐ Northwest ☐ Northeast ☐ Southwest ☒ Southeast

TEXTBOOK READABILITY Mean Dale-Chall Readability Grade Equivalent: 8-10	STUDENT READING ABILITY Mean Gates-MacGinitie Comprehension Grade Equivalent: 10.0

DISTRIBUTION OF STUDENTS' COMPREHENSION SCORES AND COMPARISON WITH TEXTBOOK READABILITY

Grade Level	Number of Students
13 and above	2
12	4
11	2
10	-----8-----
9	7
8	-----3-----
7	5
below 7	5

Total number of students: 36

Students with comprehension scores below the mean readability of the textbook:

Number: 10-20

Percent: 28-56%

The average student may be expected to "comprehend" not less than 51 percent but not more than 88 percent of the topics in the textbook.

TABLE 9-51

Comparison of Textbook Readability With The Reading
Ability of Students Using That Textbook at the
Oakland County Area Vocational
Education Centers

TEXTBOOK: Richardson, Barton, and Braver; The Dental Assistant.

COURSE: Dental Office Assisting

CENTER(S):

☐ Northwest ☐ Northeast
☒ Southwest ☐ Southeast

TEXTBOOK READABILITY
Mean Dale-Chall Readability Grade Equivalent: 12-14

STUDENT READING ABILITY
Mean Gates-MacGinitie Comprehension Grade Equivalent: 10.2

DISTRIBUTION OF STUDENTS' COMPREHENSION SCORES AND COMPARISON WITH TEXTBOOK READABILITY

Grade Level	Number of Students
13 and above	-----4-----
12	-----3-----
11	3
10	11
9	15
8	3
7	2
below 7	2

Total number of students: 43

Students with comprehension scores below the mean readability of the textbook:

Number: 36-39

Percent: 84-91%

The average student may be expected to "comprehend" not less than 2 percent but not more than 22 percent of the topics in the textbook.

TABLE 9-52

Comparison of Textbook Readability With The Reading
Ability of Students Using That Textbook at the
Oakland County Area Vocational
Education Centers

TEXTBOOK: Roark and Plummer; Bricklaying Vocational Training: Student Textbook.

COURSE: Building Trades

CENTER(S):

☐ Northwest ■ Northeast
☐ Southwest ☐ Southeast

TEXTBOOK READABILITY	STUDENT READING ABILITY
Mean Dale-Chall Readability Grade Equivalent: 12-15	Mean Gates-MacGinitie Comprehension Grade Equivalent: 9.0

DISTRIBUTION OF STUDENTS' COMPREHENSION SCORES AND COMPARISON WITH TEXTBOOK READABILITY

Grade Level	Number of Students
13 and above	-----4-----
12	-----0-----
11	1
10	3
9	6
8	3
7	3
below 7	9

Total number of students: 29

Students with comprehension scores below the mean readability of the textbook:

Number: 25

Percent: 86%

The average student may be expected to "comprehend" not more than 25 percent of the topics in the textbook.

TABLE 9-53

Comparison of Textbook Readability With The Reading
Ability of Students Using That Textbook at the
Oakland County Area Vocational
Education Centers

TEXTBOOK: Schwartzrock and Schwartzrock; Effective Dental Assisting (3rd Edition).

COURSE: Dental Office Assisting

CENTER(S):

☐ Northwest ☐ Northeast
☐ Southwest ■ Southeast

TEXTBOOK READABILITY
Mean Dale-Chall
Readability
Grade Equivalent: 10-12

STUDENT READING ABILITY
Mean Gates-MacGinitie
Comprehension
Grade Equivalent: 11.3

DISTRIBUTION OF STUDENTS' COMPREHENSION SCORES AND COMPARISON WITH TEXTBOOK READABILITY

Grade Level	Number of Students
13 and above	4
12	-----5------
11	2
10	----2------
9	3
8	1
7	0
below 7	0

Total number of students: 17

Students with comprehension scores below the mean readability of the textbook:

Number: 4-8

Percent: 24-47%

* The average student may be expected to "comprehend" not less than 53 percent but not more than 81 percent of the topics in the textbook.

TABLE 9-54

Comparison of Textbook Readability With The Reading
Ability of Students Using That Textbook at the
Oakland County Area Vocational
Education Centers

TEXTBOOK: Shilt, Carmichael, and Wilson; Business Principles and Management (5th Edition).

COURSE: Distributive Education

CENTER(S):

☐ Northwest ☒ Northeast
☐ Southwest ☐ Southeast

TEXTBOOK READABILITY
Mean Dale-Chall Readability Grade Equivalent: 10-12

STUDENT READING ABILITY
Mean Gates-MacGinitie Comprehension Grade Equivalent: 9.8

DISTRIBUTION OF STUDENTS' COMPREHENSION SCORES
AND COMPARISON WITH TEXTBOOK READABILITY

Grade Level	Number of Students
13 and above	4
12	-----3-----
11	0
10	-----3-----
9	7
8	2
7	4
below 7	8

Total number of students: 31

Students with comprehension scores below the mean readability of the textbook:

Number: 21-24

Percent: 68-77%

The average student may be expected to "comprehend" not less than 9 percent but not more than 37 percent of the topics in the textbook.

SEA **Vocational Reading Power Project** **Title III**

TABLE 9-55

Comparison of Textbook Readability With The Reading
Ability of Students Using That Textbook at the
Oakland County Area Vocational
Education Centers

TEXTBOOK: Shilt and Wilson; Business Principles and Management (4th Edition).

COURSE: Distributive Education

CENTER(S):

☐ Northwest ☒ Northeast
☐ Southwest ☐ Southeast

TEXTBOOK READABILITY
Mean Dale-Chall Readability Grade Equivalent: 10-12

STUDENT READING ABILITY
Mean Gates-MacGinitie Comprehension Grade Equivalent: 9.8

DISTRIBUTION OF STUDENTS' COMPREHENSION SCORES AND COMPARISON WITH TEXTBOOK READABILITY

Grade Level	Number of Students
13 and above	4
12	3
11	0
10	3
9	7
8	2
7	4
below 7	8

Total number of students: 31

Students with comprehension scores below the mean readability of the textbook

Number: 21-24

Percent: 68-77%

The average student may be expected to "comprehend" not less than 12 percent but not more than 42 percent of the topics in the textbook.

ESEA **Vocational Reading Power Project** **Title III**

TABLE 9-56

Comparison of Textbook Readability With The Reading
Ability of Students Using That Textbook at the
Oakland County Area Vocational
Education Centers

TEXTBOOK: Spence; Architecture: Design Engineering Drawing.

COURSE: Architectural Drafting

CENTER(S):

☐ Northwest ☐ Northeast
☒ Southwest ☐ Southeast

TEXTBOOK READABILITY
Mean Dale-Chall
Readability
Grade Equivalent: 10-11

STUDENT READING ABILITY
Mean Gates-MacGinitie
Comprehension
Grade Equivalent: 10.6

DISTRIBUTION OF STUDENTS' COMPREHENSION SCORES AND COMPARISON WITH TEXTBOOK READABILITY

Grade Level	Number of Students
13 and above	12
12	5
11	3
10	6
9	2
8	3
7	2
below 7	6

Total number of students: 39

Students with comprehension scores below the mean readability of the textbook:

Number: 13-19

Percent: 33-49%

The average student may be expected to "comprehend" not less than 42 percent but not more than 77 percent of the topics in the textbook.

ESEA **Vocational Reading Power Project** **Title III**

TABLE 9- 57a

Comparison of Textbook Readability With The Reading Ability of Students Using That Textbook at the Oakland County Area Vocational Education Centers

TEXTBOOK: Stockel; Auto Mechanics Fundamentals.

COURSE: Auto Mechanics

CENTER(S):

☐ Northwest ☐ Northeast
☐ Southwest ☒ Southeast

TEXTBOOK READABILITY

Mean Dale-Chall Readability Grade Equivalent: 10-11

STUDENT READING ABILITY

Mean Gates-MacGinitie Comprehension Grade Equivalent: 10.1

DISTRIBUTION OF STUDENTS' COMPREHENSION SCORES AND COMPARISON WITH TEXTBOOK READABILITY

Grade Level	Number of Students
13 and above	14
12	3
11	-----6-----
10	----12-----
9	17
8	7
7	8
below 7	9

Total number of students: 76

Students with comprehension scores below the mean readability of the textbook:

Number: 41-53

Percent: 54-70%

The average student may be expected to "comprehend" not less than 38 percent but not more than 74 percent of the topics in the textbook.

TABLE 9-57b

Comparison of Textbook Readability With The Reading
Ability of Students Using That Textbook at the
Oakland County Area Vocational
Education Centers

TEXTBOOK: Stockel; Auto Mechanics Fundamentals.

COURSE: Auto Mechanics

CENTER(S):

☐ Northwest ☐ Northeast
■ Southwest ☐ Southeast

TEXTBOOK READABILITY
Mean Dale-Chall Readability Grade Equivalent: 10-11

STUDENT READING ABILITY
Mean Gates-MacGinitie Comprehension Grade Equivalent: 9.0

DISTRIBUTION OF STUDENTS' COMPREHENSION SCORES AND COMPARISON WITH TEXTBOOK READABILITY

Grade Level	Number of Students
13 and above	2
12	0
11	-----1-----
10	-----8-----
9	9
8	5
7	3
below 7	14

Total number of students: 42

Students with comprehension scores below the mean readability of the textbook:

Number: 31-39

Percent: 74-93%

The average student may be expected to "comprehend" not less than 0 percent but not more than 40 percent of the topics in the textbook.

TABLE 9-58

Comparison of Textbook Readability With The Reading
Ability of Students Using That Textbook at the
Oakland County Area Vocational
Education Centers

TEXTBOOK: Stockel; Auto Service and Repair.

COURSE: Auto Mechanics

CENTER(S):

☐ Northwest ☐ Northeast
☐ Southwest ■ Southeast

TEXTBOOK READABILITY	STUDENT READING ABILITY
Mean Dale-Chall Readability Grade Equivalent: 9-11	Mean Gates-MacGinitie Comprehension Grade Equivalent: 10.1

DISTRIBUTION OF STUDENTS' COMPREHENSION SCORES AND COMPARISON WITH TEXTBOOK READABILITY

Grade Level	Number of Students
13 and above	14
12	3
11	-----6-----
10	12
9	----17-----
8	7
7	8
below 7	9

Total number of students: 76

Students with comprehension scores below the mean readability of the textbook:

Number: 24-53

Percent: 32-70%

The average student may be expected to "comprehend" not less than 43 percent but not more than 77 percent of the topics in the textbook.

TABLE 9-59

Comparison of Textbook Readability With The Reading
Ability of Students Using That Textbook at the
Oakland County Area Vocational
Education Centers

TEXTBOOK: Tischler; Theory Manual for Basic Electricity-Electronics.

COURSE: Radio-Television Repair

CENTER(S):

☒ Northwest ☐ Northeast
☐ Southwest ☐ Southeast

TEXTBOOK READABILITY

Mean Dale-Chall Readability Grade Equivalent: 11-14

STUDENT READING ABILITY

Mean Gates-MacGinitie Comprehension Grade Equivalent: 10.2

DISTRIBUTION OF STUDENTS' COMPREHENSION SCORES AND COMPARISON WITH TEXTBOOK READABILITY

Grade Level	Number of Students
13 and above	-----4-----
12	3
11	-----2-----
10	8
9	4
8	4
7	3
below 7	3

Total number of students: 31

Students with comprehension scores below the mean readability of the textbook:

Number: 22-27

Percent: 71-89%

The average student may be expected to "comprehend" not more than 40 percent of the topics in the textbook.

TABLE 9-60

Comparison of Textbook Readability With The Reading
Ability of Students Using That Textbook at the
Oakland County Area Vocational
Education Centers

TEXTBOOK: Todd, and Heffernan; The Years Before School.

COURSE: Child Care and Development

CENTER(S):

☐ Northwest ☒ Northeast
☐ Southwest ☐ Southeast

TEXTBOOK READABILITY
Mean Dale-Chall Readability Grade Equivalent: 8-10

STUDENT READING ABILITY
Mean Gates-MacGinitie Comprehension Grade Equivalent: 9.6

DISTRIBUTION OF STUDENTS' COMPREHENSION SCORES AND COMPARISON WITH TEXTBOOK READABILITY

Grade Level	Number of Students
13 and above	2
12	2
11	2
10	-----7-----
9	10
8	-----3-----
7	1
below 7	8

Total number of students: 35

Students with comprehension scores below the mean readability of the textbook:

Number: 9-22

Percent: 26-63%

The average student may be expected to "comprehend" not less than 52 percent but not more than 92 percent of the topics in the textbook.

TABLE 9-61

Comparison of Textbook Readability With The Reading
Ability of Students Using That Textbook at the
Oakland County Area Vocational
Education Centers

TEXTBOOK: Venk, Spicer, and Davies; Automotive Collision Work.

COURSE: Auto Body Repair

CENTER(S):

☐ Northwest ☒ Northeast
☐ Southwest ☐ Southeast

TEXTBOOK READABILITY
Mean Dale-Chall Readability Grade Equivalent: 9-11

STUDENT READING ABILITY
Mean Gates-MacGinitie Comprehension Grade Equivalent: 7.7

DISTRIBUTION OF STUDENTS' COMPREHENSION SCORES AND COMPARISON WITH TEXTBOOK READABILITY

Grade Level	Number of Students
13 and above	0
12	1
11	-----0-----
10	5
9	-----5-----
8	1
7	5
below 7	14

Total number of students: 31

Students with comprehension scores below the mean readability of the textbook:

Number: 20-30

Percent: 65-97%

The average student may be expected to "comprehend" not more than 27 percent of the topics in the textbook.

TABLE 9-62

Comparison of Textbook Readability With The Reading Ability of Students Using That Textbook at the Oakland County Area Vocational Education Centers

TEXTBOOK: Vickers Division; Industrial Hydraulics Manual.

COURSE: Fluid Power

CENTER(S):

☐ Northwest ☐ Northeast
☐ Southwest ■ Southeast

TEXTBOOK READABILITY
Mean Dale-Chall Readability Grade Equivalent: 11-14

STUDENT READING ABILITY
Mean Gates-MacGinitie Comprehension Grade Equivalent: 10.6

DISTRIBUTION OF STUDENTS' COMPREHENSION SCORES AND COMPARISON WITH TEXTBOOK READABILITY

Grade Level	Number of Students
13 and above	4
12	3
11	4
10	3
9	4
8	0
7	1
below 7	3

Total number of students: 22

Students with comprehension scores below the mean readability of the textbook:

Number: 11-18

Percent: 50-82%

The average student may be expected to "comprehend" not less than 2 percent but not more than 49 percent of the topics in the textbook.

TABLE 9-63

Comparison of Textbook Readability With The Reading
Ability of Students Using That Textbook at the
Oakland County Area Vocational
Education Centers

TEXTBOOK: Wagner; Modern Carpentry.

COURSE: Building Trades

CENTER(S):

☐ Northwest ☐ Northeast
☐ Southwest ■ Southeast

TEXTBOOK READABILITY
Mean Dale-Chall Readability Grade Equivalent: 10-12

STUDENT READING ABILITY
Mean Gates-MacGinitie Comprehension Grade Equivalent: 10.0

DISTRIBUTION OF STUDENTS' COMPREHENSION SCORES AND COMPARISON WITH TEXTBOOK READABILITY

Grade Level	Number of Students
13 and above	6
12	-----1-----
11	1
10	-----8-----
9	12
8	0
7	2
below 7	8

Total number of students: 38

Students with comprehension scores below the mean readability of the textbook:

Number: 22-31

Percent: 58-82%

The average student may be expected to "comprehend" not less than 28 percent but not more than 65 percent of the topics in the textbook.

ESEA **Vocational Reading Power Project** **Title III**

TABLE 9-64b

Comparison of Textbook Readability With The Reading
Ability of Students Using That Textbook at the
Oakland County Area Vocational
Education Centers

TEXTBOOK: Wingate and Samson; Retail Merchandising.

COURSE: Marketing and Distribution

CENTER(S):

☒ Northwest ☐ Northeast
☐ Southwest ☐ Southeast

TEXTBOOK READABILITY
Mean Dale-Chall Readability Grade Equivalent: 11-12

STUDENT READING ABILITY
Mean Gates-MacGinitie Comprehension Grade Equivalent: 9.8

DISTRIBUTION OF STUDENTS' COMPREHENSION SCORES AND COMPARISON WITH TEXTBOOK READABILITY

Grade Level	Number of Students
13 and above	3
12	-----1-----
11	-----1-----
10	4
9	8
8	1
7	1
below 7	5

Total number of students: 24

Students with comprehension scores below the mean readability of the textbook:

Number: 19-20

Percent: 79-83%

The average student may be expected to "comprehend" not less than 4 percent but not more than 36 percent of the topics in the textbook.

TABLE 9-65

Comparison of Textbook Readability With The Reading
Ability of Students Using That Textbook at the
Oakland County Area Vocational
Education Centers

TEXTBOOK: Zbar, and Schildkraut; Basic Radio: Theory and Servicing (3rd Edition).

COURSE: Industrial Electronics

CENTER(S):

☐ Northwest ☐ Northeast
☐ Southwest ■ Southeast

TEXTBOOK READABILITY
Mean Dale-Chall Readability Grade Equivalent: 13-15

STUDENT READING ABILITY
Mean Gates-MacGinitie Comprehension Grade Equivalent: 11.3

DISTRIBUTION OF STUDENTS' COMPREHENSION SCORES AND COMPARISON WITH TEXTBOOK READABILITY

Grade Level	Number of Students
13 and above	16
12	0
11	3
10	4
9	4
8	1
7	1
below 7	4

Total number of students: 33

Students with comprehension scores below the mean readability of the textbook:

Number: 17

Percent: 52%

The average student may be expected to "comprehend" not less than 3 percent but not more than 31 percent of the topics in the textbook.

August 18, 1972

TABLE 10

Summary of Readability Analyses Listing of Comparisons Between Student Reading
Ability and Textbook Readability for Courses Offered at the Oakland County
Area Vocational Education Centers During the 1971-72 School Year
Comparisons are Ranked in Approximate Order of Greatest
Differences Between Student Reading Ability and
Textbook Readability

NO.	COURSE	CENTER	TEXTBOOK	TEXTBOOK READABILITY Mean Dale-Chall Readability Grade Equivalent	STUDENT READING ABILITY Mean Gates-MacGinitie Comprehension Grade Equiv.	Percent of student comprehension scores below mean textbook readability	Percent of textbook topics which the average student may be expected to "comprehend".	
							not less than	not more than
1	Refrigeration	NE	Althouse, Turnquist, and Bracciano; Modern Refrigeration and Air Conditioning.	11 - 12	8.7	91-97%	--	11%
2	Radio-Television Repair	NW	Mileaf; Electronics One - Seven.	15 - 16+	10.2	87%	--	18%
3	Industrial Electricity	NE	RCA; Transistor, Thyristor, and Diode Manual.	15 - 16+	10.0	84%	--	21%
4	Radio - Television Repair	NW	Mann; Theory Manual for Telecommunication.	13 - 16+	10.2	87%	--	22%
5	Dental Office Assisting	SW	Richardson, Barton, and Braver; The Dental Assistant.	12 - 14	10.2	84-91%	2%	22%
6	Appliance Repair	NE	Anderson; Home Appliance Servicing.	11 - 13	9.0	79-96%	3%	23%
7	Appliance Repair	NW	Anderson; Home Appliance Servicing.	11 - 13	9.4	77-86%	3%	23%
8	Building Trades	NE	Roark and Plummer; Bricklaying Vocational Training	12 - 15	9.0	86%	--	25%

TABLE 10 (continued)

Summary of Readability Analyses: Listing of Comparisons Between Student Reading Ability and Textbook Readability for Courses Offered at the Oakland County Area Vocational Education Centers During the 1971-72 School Year. Comparisons are Ranked in Approximate Order of Greatest Differences Between Student Reading Ability and Textbook Readability

NO.	COURSE	CENTER	TEXTBOOK	TEXTBOOK READABILITY Mean Dale-Chall Readability Grade Equivalent	STUDENT READING ABILITY Mean Gates-MacGinitie Comprehension Grade Equiv.	Percent of student comprehension scores below mean textbook readability	Percent of textbook topics which the average student may be expected to "comprehend".	
							not less than	not more than
9	Industrial Electricity	NE	RCA; Receiving Tube Manual.	15 - 16+	10.0	84%	--	27%
10	Auto Body Repair	NE	Venk, Spicer, and Davies; Automotive Collision Work.	9 - 11	7.7	65-97%	--	27%
11	Radio and Television Repair	SE	PF Reporter; TV Diagnosis and Repair.	12 - 14	10.2	73%	--	27%
12	Building Trades	NE	Mullin; Electrical Trades Blueprint Reading.	11 - 13	9.0	83-86%	2%	27%
13	Welding	SW	Althouse, Turnquist, and Bowditch; Modern Welding.	11 - 13	9.0	77-85%	2%	27%
14	Industrial Electricity	NE	Philco-Ford; Basic Electronics, Student Laboratory Manual (H1043).	12 - 15	10.0	81-84%	3%	29%
15	Food Services	NE	Haines; Food Preparation for Hotels, Restaurants, and Cafeterias.	9 - 10	7.7	64-82%	3%	29%
16	Industrial Electronics	SE	Zbar and Schildkraut; Basic Radio: Theory and Servicing (3rd Edition).	13 - 15	11.3	52%	3%	31%

TABLE 10 (continued)

Summary of Readability Analyses Listing of Comparisons Between Student Reading
Ability and Textbook Readability for Courses Offered at the Oakland County
Area Vocational Education Centers During the 1971-72 School Year
Comparisons are Ranked in Approximate Order of Greatest
Differences Between Student Reading Ability and
Textbook Readability

NO.	COURSE	CENTER	TEXTBOOK	TEXTBOOK READABILITY Mean Dale-Chall Readability Grade Equivalent	STUDENT READING ABILITY Mean Gates-MacGinitie Comprehension Grade Equiv.	Percent of student comprehension scores below mean textbook readability	Percent of textbook topics which the average student may be expected to "comprehend"	
							not less than	not more than
17	Industrial Electricity	NE	Dugger, Patrick, Suess, and Ziegler; Unit II - Controlling Electrical Energy.	12 - 14	10.0	81-84%	8%	33%
18	Dental Office Assisting	SW	Park and Ashman; A Textbook for Dental Assistants.	12 - 15	10.2	84-91%	4%	34%
19	Dental Office Assisting	NW	Park and Ashman; A Textbook for Dental Assistants.	12 - 15	10.5	74-84%	4%	34%
20	Industrial Electricity	NE	Philco-Ford; Electronic and Electrical Fundamentals, Volume I. [Narrative]	13 - 16+	10.0	84%	4%	36%
21	Marketing and Distribution	NW	Wingate and Samson; Retail Merchandising.	11 - 12	9.8	77%	4%	36%
22	Distributive Education	NE	Wingate and Samson; Retail Merchandising.	11 - 12	9.8	77%	4%	36%
23	Distributive Education	NE	Shilt, Carmichael, and Wilson; Business Principles and Management (5th Edition).	10 - 12	9.8	68-77%	9%	37%
24	Radio-Television Repair	NW	Tischler; Theory Manual for Basic Electricity-Electronics.	11 - 14	10.2	71-87%	--	40%

TABLE 10 (continued)

Summary of Readability Analyses. Listing of Comparisons Between Student Reading
Ability and Textbook Readability for Courses Offered at the Oakland County
Area Vocational Education Centers During the 1971-72 School Year.
Comparisons are Ranked in Approximate Order of Greatest
Differences Between Student Reading Ability and
Textbook Readability

NO.	COURSE	CENTER	TEXTBOOK	TEXTBOOK READABILITY Mean Dale-Chall Readability Grade Equivalent	STUDENT READING ABILITY Mean Gates-MacGinitie Comprehension Grade Equiv.	Percent of student comprehension scores below mean textbook readability	Percent of textbook topics which the average student may be expected to "comprehend".	
							not less than	not more than
25	Welding	SE	Bennett and Siy; Blueprint Reading for Welders.	11 - 12	9.8	75-78%	6%	40%
26	Auto Mechanics	SW	Stockel; Auto Mechanics Fundamentals.	10 - 11	9.0	74-93%	9%	40%
27	Industrial Electricity	NE	Philco-Ford; Basic Electricity, Student Laboratory Manual (H1042).	11 - 13	10.0	74-84%	7%	42%
28	Distributive Education	NE	Shilt and Wilson; Business Principles and Management (4th Edition).	10 - 12	9.8	68-77%	12%	42%
29	Engineering Drafting	SE	Jensen; Engineering Drawing and Design.	11 - 12	10.1	73-77%	10%	43%
30	Engineering Drafting	SE	Jensen; Engineering Drawing and Design.	11 - 12	10.2	74%	10%	43%
31	Medical Office Assisting	NW	Memmler; Human Body in Health and Disease.	11 - 13	10.6	62-76%	11%	44%
32	Industrial Electricity	NE	Philco-Ford; Basic Concepts and D.C. Circuits, Student Laboratory Manual (H1001-1).	11 - 14	10.0	74-84%	10%	46%

TABLE 10 (continued)

Summary of Readability Analyses. Listing of Comparisons Between Student Reading Ability and Textbook Readability for Courses Offered at the Oakland County Area Vocational Education Centers During the 1971-72 School Year. Comparisons are Ranked in Approximate Order of Greatest Differences Between Student Reading Ability and Textbook Readability

NO.	COURSE	CENTER	TEXTBOOK	TEXTBOOK READABILITY Mean Dale-Chall Readability Grade Equivalent	STUDENT READING ABILITY Mean Gates-MacGinitie Comprehension Grade Equiv.	Percent of student comprehension scores below mean textbook readability	Percent of textbook topics which the average student may be expected to "comprehend": not less than	not more than
33	Heating, Air Conditioning, and Refrigeration	SE	Althouse, Turnquist, and Bracciano; Modern Refrigeration and Air Conditioning.	11 - 12	10.8	56-72%	11%	47%
34	Fluid Power	SE	Vickers Division; Industrial Hydraulics Manual.	11 - 14	10.6	50-82%	2%	49%
35	Heating and Air Conditioning	NE	Lang; Principles of Air Conditioning.	11 - 14	10.6	50-67%	12%	49%
36	Clothing Services	NE	McDermott and Norris; Opportunities in Clothing.	10 - 11	9.4	63-85%	8%	50%
37	Machine Shop	SW	McCarthy and Smith; Machine Tool Technology.	10 - 12	9.4	73-96%	16%	50%
38	Diesel Power	SE	Black; Diesel Engine Manual (3rd Edition).	10 - 11	9.0	71-89%	19%	52%
39	Industrial Electricity	NE	Philco-Ford; Electronics and Electrical Fundamentals, Volume I. [Frames]	11 - 14	10.0	74-84%	9%	53%
40	Medical Office Assisting	NW	Frederick and Kinn; The Office Assistant in Medical Practice	11 - 13	10.6	62-76%	20%	56%

TABLE 10 (continued)

Summary of Readability Analyses. Listing of Comparisons Between Student Reading
Ability and Textbook Readability for Courses Offered at the Oakland County
Area Vocational Education Centers During the 1971-72 School Year.
Comparisons are Ranked in Approximate Order of Greatest
Differences Between Student Reading Ability and
Textbook Readability

NO.	COURSE	CENTER	TEXTBOOK	TEXTBOOK READABILITY Mean Dale-Chall Readability Grade Equivalent	STUDENT READING ABILITY Mean Gates-MacGinitie Comprehension Grade Equiv.	Percent of student comprehension scores below mean textbook readability	Percent of textbook topics which the average student may be expected to "comprehend"	
							not less than	not more than
41	Cosmetology	SE	Milady Editors; Standard Textbook of Cosmetology.	11 - 12	10.1	83-87%	27%	56%
42	Industrial Electronics	SW	Gerrish; Electricity and Electronics.	12 - 14	12.1	41-56%	14%	58%
43	Modern Printing Processes	NW	Cogoli; Photo-Offset Fundamentals.	10 - 12	10.0	58-85%	24%	64%
44	Building Trades	SE	Wagner; Modern Carpentry.	10 - 12	10.0	58-82%	28%	65%
45	Machine Shop	SW	Krar, Oswald, and St. Amand; Technology of Machine Tools.	10 - 11	9.4	73-92%	17%	66%
46	Child Care and Development	NE	Leeper, Dales, Skipper, and Witherspoon; Good Schools for Young Children.	10 - 12	9.6	63-89%	27%	67%
47	Medical Office Assisting	SW	Bredow and Cooper; The Medical Assistant.	9 - 11	10.6	15-63%	34%	73%
48	Industrial Electronics	SW	Gerrish; Transistor Electronics.	12 - 15	12.1	41-56%	30%	74%

TABLE 10 (continued)

Summary of Readability Analyses. Listing of Comparisons Between Student Reading Ability and Textbook Readability for Courses Offered at the Oakland County Area Vocational Education Centers During the 1971-72 School Year. Comparisons are Ranked in Approximate Order of Greatest Differences Between Student Reading Ability and Textbook Readability

NO.	COURSE	CENTER	TEXTBOOK	TEXTBOOK READABILITY Mean Dale-Chall Readability Grade Equivalent	STUDENT READING ABILITY Mean Gates-MacGinitie Comprehension Grade Equiv.	Percent of student comprehension scores below mean textbook readability	Percent of textbook topics which the average student may be expected to "comprehend".	
							not less than	not more than
49	Auto Mechanics	SE	Stockel; Auto Mechanics Fundamentals.	10 - 11	10.1	54-70%	38%	74%
50	Advertising	SE	Baker; Advertising Layout and Art Direction.	10 - 11	10.8	33-57%	35%	75%
51	Industrial Electronics	SE	Moore; Integrated Circuit Laboratory Manual.	10 - 12	11.3	30-52%	40%	77%
52	Architectural Drafting	SW	Spence; Architecture: Design Engineering Drawing.	10 - 11	10.6	33-49%	42%	77%
53	Auto Mechanics	SE	Stockel; Auto Service and Repair.	9 - 11	10.1	32-70%	43%	71%
54	Food Services	SW	Lundberg and Kotchevar; Understanding Cooking.	8 - 10	9.8	35-62%	50%	81%
55	Dental Office Assisting	SE	Schwartzrock & Schwartzrock; Effective Dental Assisting (3rd Edition).	10 - 12	11.3	24-47%	53%	81%
56	Auto Body Repair	NW	Hogg; Auto Body Repair and Refinishing.	9 - 11	10.0	26-79%	46%	82%

TABLE 10 (continued)

Summary of Readability Analyses: Listing of Comparisons Between Student Reading
Ability and Textbook Readability for Courses Offered at the Oakland County
Area Vocational Education Centers During the 1971-72 School Year.
Comparisons are Ranked in Approximate Order of Greatest
Differences Between Student Reading Ability and
Textbook Readability

NO.	COURSE	CENTER	TEXTBOOK	TEXTBOOK READABILITY Mean Dale-Chall Readability Grade Equivalent	STUDENT READING ABILITY Mean Gates-MacGinitie Comprehension Grade Equiv.	Percent of student comprehension scores below mean textbook readability	Percent of textbook topics which the average student may be expected to "comprehend".	
							not less than	not more than
57	Building Trades	NE	Lux and Ray; The World of Construction.	8 - 10	9.0	41-72%	47%	83%
58	Auto Body Repair	SE	Hobson; Automotive Refinishing.	9 - 10	9.8	42-72%	31%	84%
59	Child Care and Development	NE	Read; The Nursery School (5th Edition).	8 - 10	9.6	26-63%	45%	84%
60	Child Care and Development	NE	Hildebrand; Introduction to Early Childhood Education.	7 - 10	9.6	23-63%	38%	86%
61	Engineering Drafting	SW	French and Svensen; Mechanical Drawing.	9 - 11	10.1	32-73%	50%	87%
62	Building Trades	NE	Atkinson; Rough Carpentry and Masonry.	8 - 9	9.0	41-52%	44%	88%
63	Child Care	SE	Read; The Nursery School (5th Edition).	8 - 10	10.0	28-56%	51%	88%
64	Auto Body Repair	NW	Hobson; Automotive Refinishing.	9 - 10	10.0	26-53%	43%	89%

TABLE 10 (continued)

Summary of Readability Analyses: Listing of Comparisons Between Student Reading
Ability and Textbook Readability for Courses Offered at the Oakland County
Area Vocational Education Centers During the 1971-72 School Year.
Comparisons are Ranked in Approximate Order of Greatest
Differences Between Student Reading Ability and
Textbook Readability

NO.	COURSE	CENTER	TEXTBOOK	TEXTBOOK READABILITY Mean Dale-Chall Readability Grade Equivalent	STUDENT READING ABILITY Mean Gates-MacGinitie Comprehension Grade Equiv.	Percent of student comprehension scores below mean textbook readability	Percent of textbook topics which the average student may be expected to "comprehend". not less than	not more than
65	Retail Plant Sales	SE	Pfahl; Retail Floral Business.	9 - 10	10.3	22-48%	61%	90%
66	Child Care and Development	NE	Todd and Heffernan; The Years Before School.	8 - 10	9.6	26-63%	52%	92%
67	Child Care	SE	Brisbane and Riker; The Developing Child.	9 - 10	10.0	36-56%	61%	92%
68	Diesel Power	SE	General Motors; Diesel, The Modern Power.	8 - 10	9.0	43-71%	58%	94%
69	Industrial Electricity	NE	Dugger, Patrick, Suess and Ziegler; Unit I - Electrical Energy.	8 - 10	10.0	39-61%	60%	94%
70	Food Services	SE	Harris; Professional Restaurant Service.	8 - 10	10.0	26-56%	55%	95%
71	Child Care and Development	NE	Read; The Nursery School (4th Edition).	8 - 9	9.6	26-34%	55%	95%
72	Greenhouse and Landscaping	SE	Bush-Brown and Bush-Brown; America's Garden Book.	9 - 10	10.1	36-48%	73%	96%

TABLE 10 (continued)

Summary of Readability Analyses: Listing of Comparisons Between Student Reading
Ability and Textbook Readability for Courses Offered at the Oakland County
Area Vocational Education Centers During the 1971-72 School Year.
Comparisons are Ranked in Approximate Order of Greatest
Differences Between Student Reading Ability and
Textbook Readability

NO.	COURSE	CENTER	TEXTBOOK	TEXTBOOK READABILITY Mean Dale-Chall Readability Grade Equivalent	STUDENT READING ABILITY Mean Gates-MacGinitie Comprehension Grade Equiv.	Percent of student comprehension scores below mean textbook readability	Percent of textbook topics which the average student may be expected to "comprehend"	
							not less than	not more than
73	Food Services	SE	Haines; Food Preparation for Hotels, Restaurants, and Cafeterias.	9 - 10	10.0	31-56%	75%	99%
74	Child Care	SE	Read; The Nursery School (4th Edition).	8 - 9	10.0	28-36%	69%	--
75	Appliance Repair	NE	Darr; How to Repair Small Appliances, Volume II.	7 - 8	9.0	38-50%	73%	--
76	Diesel Power	SE	General Motors; ABC's of Hand Tools.	7 - 9	9.0	31-49%	73%	--

VOCATIONAL READING POWER PROJECT

ESEA TITLE III

Text Materials Currently Used in Each Course at the Oakland County Area Vocational Education Centers

	NORTHEAST	NORTHWEST	SOUTHEAST	SOUTHWEST
ADVERTISING				
Baker, Stephen. Advertising Layout and Art Direction. New York: McGraw-Hill Book Company, 1959.			X	
AIR CONDITIONING				
Lang, Paul V. Principles of Air Conditioning. New York: Delmar Publishers, Inc., 1968	X			
APPLIANCE SERVICE				
Anderson, Edwin P. Home Appliance Servicing. Indiana: Howard W. Sams & Company, 1969.	X	X		
Darr, Jack. How To Repair Small Appliances, Vol. II. Indianapolis: Howard W. Sams and Company, 1971.	X			
ARCHITECTURAL DRAFTING				
Spence, William P. Architecture. Design Engineering Drawing. Illinois: McKnight and McKnight, 1967.				X
AUTO BODY				
Hobson, W. T. Automotive Refinishing. Delaware: DuPont Refinisher News, 1970.		X	X	
Hogg, John W. Auto Body Repair and Refinishing. Canada: McGraw-Hill Company of Canada, Ltd., 1969.		X		
Venk, Ernest.; Spicer, Edward D.; and Davies, E. J. Automotive Collision Work. Illinois: American Technical Society, 1970.	X			

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AUTOMOTIVE MECHANICS

	NORTHEAST	NORTHWEST	SOUTHEAST	SOUTHWEST
Stockel, Martin W. Auto Mechanics Fundamentals. Illinois: Goodheart-Willcox, 1971.			X	X
Stockel, Martin W. Auto Service and Repair. Illinois: Goodheart-Willcox, 1969.			X	

BUILDING TRADES

	NORTHEAST	NORTHWEST	SOUTHEAST	SOUTHWEST
Atkinson, Henry F. Rough Carpentry and Masonry. Canada: McGraw-Hill Book Company, 1969.	X			
Lux, Donald G., and Ray, Willis E. The World of Construction. Illinois: McKnight and McKnight, 1969.	X			
Mullin, Ray C. Electrical Trades Blueprint Reading. New York: Delmar Publishers, 1969.	X			
Roark, William R., and Plummer, Harry C. Bricklaying Vocational Training: Student Textbook. Virginia: Structural Clay Products Institute, 1968.	X			
Wagner, Willis H. Modern Carpentry. Illinois: Goodheart-Willcox Company, Inc., 1969.			X	

COSMETOLOGY

	NORTHEAST	NORTHWEST	SOUTHEAST	SOUTHWEST
Milady Editors. Workbook for Beauty Culture Theory. New York: Milady Publishing Company, 1966.			X	

CHILD CARE AND DEVELOPMENT

	NORTHEAST	NORTHWEST	SOUTHEAST	SOUTHWEST
Brisbane, Holly E., and Riker, Audrey. Developing Child. Illinois: Charles A. Bennett Company, 1965.			X	

CHILD CARE AND DEVELOPMENT

	NORTHEAST	NORTHWEST	SOUTHEAST	SOUTHWEST
Hildebrand, Verna. *Introduction to Early Childhood Education*. New York: The MacMillan Company, 1971.	X			
Leeper, Sarah H.; Dales, Ruth J.; Skipper, Dora S.; and Witherspoon, Ralph L. *Good Schools for Young Children*. New York: The MacMillan Company, 1970.	X			
Read, Katherine H. *The Nursery School*. 4th ed. Philadelphia: W. B. Saunders Company, 1966.	X		X	
Read, Katherine H. *The Nursery School*. 5th ed. Philadelphia: W. B. Saunders Company, 1971.	X		X	
Todd, Vivian E., and Heffernan, Helen. *The Years Before School*. New York: The MacMillan Company, 1964.	X			

CLOTHING SERVICES

	NORTHEAST	NORTHWEST	SOUTHEAST	SOUTHWEST
McDermott, Irene E., and Norris, Jeanne L. *Opportunities in Clothing*. Illinois: Charles A. Bennett Co., 1968.	X			

DENTAL OFFICE ASSISTANT

	NORTHEAST	NORTHWEST	SOUTHEAST	SOUTHWEST
Park, Virginia R., and Ashman, Joseph R. *A Textbook for Dental Assistants*. Philadelphia: W. B. Saunders Company, 1967.		X		X
Richardson, R. E.; Barton, R. E.; and Braver, J. C. *The Dental Assistant*. New York: McGraw-Hill Book Company, 1970.				X
Schwarzrock, L. H., and Schwarzrock, S. *Effective Dental Assisting*. 3rd ed. Iowa: William C. Brown Company Publishers, 1967.			X	

	NORTHEAST	NORTHWEST	SOUTHEAST	SOUTHWEST
DIESEL MECHANICS				
Black, Perry O. *Diesel Engine Manual*. 3rd ed. Indiana: Howard W. Sams and Company, Inc., 1971.			X	
General Motors Corporation. *ABC's of Hand Tools, A Power Primer, Diesel The Modern Power*. General Motors Library, 1964.			X	
DISTRIBUTIVE EDUCATION				
Shilt, Bernard A., and Wilson, W. H. *Business Principles and Management*. 4th ed. Chicago: South-Western Publishing Company, 1961.	X			
Shilt, Bernard A.; Carmichael, D. L.; and Wilson, W. H. *Business Principles and Management*. 5th ed. Chicago: South-Western Publishing Company, 1968.	X			
ENGINEERING DRAFTING				
French, T. E., and Svenson, C. L. *Mechanical Drawing*. New York: McGraw-Hill Book Company, 1957.				X
Jensen, C. H. *Engineering Drawing & Design*. New York: McGraw-Hill Book Company, 1968.			X	X
FLUID POWER				
Vickers Division. *Industrial Hydraulics Manual*. Sperry Rand Corporation, 1965.			X	

FOOD SERVICES

	NORTHEAST	NORTHWEST	SOUTHEAST	SOUTHWEST
Haines, Robert G. Food Preparation for Hotels, Restaurants, and Cafeterias. Chicago: American Technical Society, 1970.	X		X	
Harris, E. Professional Restaurant Service. Canada: McGraw-Hill Book Company, 1969.			X	
Lundberg, Donald E., and Kotschevar, Lendal H. Understanding Cooking. Massachusetts: University Store, 1968.				X

GREENHOUSE & LANDSCAPING

	NORTHEAST	NORTHWEST	SOUTHEAST	SOUTHWEST
Bush-Brown, James., and Bush-Brown, Louise. America's Garden Book. New York: C. Scribners and Sons, 1965.			X	

INDUSTRIAL ELECTRICITY

	NORTHEAST	NORTHWEST	SOUTHEAST	SOUTHWEST
Dugger; Patrick; Suess; and Ziegler. Unit I - Electrical Energy. Massachusetts: Hickok Teaching Systems, 1970.	X			
Dugger; Patrick; Suess; and Ziegler. Unit II - Controlling Electrical Energy. Massachusetts: Hickok Teaching Systems, 1970.	X			
Philco-Ford Corporation. Basic Concepts and D. C. Circuits, H1001-I, Student Laboratory Manual. Pennsylvania: Philco-Ford Corporation, 1970.	X			
Philco-Ford Corporation. Basic Electricity, H1042, Student Laboratory Manual. Pennsylvania: Philco-Ford Corporation, 1965.	X			
Philco-Ford Corporation. Basic Electronics, H1043, Student Laboratory Manual. Pennsylvania: Philco-Ford Corporation, 1970.	X			

INDUSTRIAL ELECTRICITY

	NORTHEAST	NORTHWEST	SOUTHEAST	SOUTHWEST
Philco-Ford Corporation. Electronic and Electrical Fundamentals, Volume I, Basic Concepts and D. C. Circuits. Pennsylvania: Philco-Ford Corporation, 1968.	X			
Radio Corporation of America. Receiving Tube Manual. New Jersey: Radio Corporation of America Solid-State Division, 1971.	X			
Radio Corporation of America. Transistor, Thyristor and Diode Manual. New Jersey: Radio Corporation of America Solid-State Division, 1971.	X			

INDUSTRIAL ELECTRONICS

	NORTHEAST	NORTHWEST	SOUTHEAST	SOUTHWEST
Gerrish, Howard H. Electricity and Electronics. Illinois: Goodheart-Willcox Co., Inc., 1968.				X
Gerrish, Howard H. Transistor Electronics. Illinois: Goodheart-Willcox Co., Inc., 1969.				X
Moore, Jack P. Integrated Circuit Laboratory Manual. Massachusetts: Hickok Teaching Systems, Inc., 1968.			X	
Zbar, Paul B., and Schildkraut, Sid. Basic Radio: Theory and Servicing. 3rd ed. New York: McGraw-Hill Book Company.			X	

MACHINE TRADES

	NORTHEAST	NORTHWEST	SOUTHEAST	SOUTHWEST
Krar, S. F.; Oswald, J. W.; and St. Amand, J. E. Technology of Machine Tools. New York: McGraw-Hill Book Company, 1969.				X
McCarthy, Willard J., and Smith, Robert E. Machine Tool Technology. Illinois: McKnight and McKnight, 1968.				X

	NORTHEAST	NORTHWEST	SOUTHEAST	SOUTHWEST
MARKETING AND DISTRIBUTING				
Wingate, John W., and Samson, Harland E. Retail Merchandising. Chicago: South-Western Publishing Company, 1968.	X	X		
MEDICAL OFFICE ASSISTANT				
Bredow, M., and Cooper, M. The Medical Assistant. New York: McGraw-Hill Book Company, 1970.				X
Frederick, Portia M., and Kinn, Mary E. The Office Assistant in Medical Practice. Philadelphia: W. B. Saunders Co., 1967.		X		
Memmler, Ruth L. Human Body in Health and Disease. 3rd ed. New York: J. B. Lippincott Company, 1970.		X		
MODERN PRINTING PROCESSES				
Cogoli, John E. Photo Offset Fundamentals. Illinois: McKnight and McKnight Publishing Company, 1967.		X		
RADIO AND TELEVISION REPAIR				
Mann, Lawrence O. Theory Manual for Tele-Communications. Maryland: Electronic Aid, Inc., 1966.		X		
Mileaf, Harry. ed. Electronics One - Seven. New York: Hayden Book Company, Inc., 1967.		X		
Tischler, Morris. Theory Manual for Fundamental Circuits. Maryland: Electronic Aid, Inc., 1962.		X		
PF Reporter Editorial Staff. TV Diagnosis & Repair. Indiana: Howard W. Sams and Company, Inc., 1971.			X	

	NORTHEAST	NORTHWEST	SOUTHEAST	SOUTHWEST
Tischler, Morris. Theory Manual for Basic Electricity-Electronics. Maryland: Electronic Aids, Inc., 1965.		X		
Tischler, Morris. Experiment Manual for Fundamental Circuits. Electronic Aid, Inc., 1965.		X		
REFRIGERATION				
Althouse, Andrew D.; Turnquist, Carl H.; and Bracciano, Alfred F. Modern Refrigeration and Air Conditioning. Illinois: Goodheart-Willcox Company, Inc., 1968.	X		X	
RETAIL PLANT SALES				
Pfahl, Peter R. Retail Florist Business. Illinois: Interstate Printers and Publishers, Inc., 1968.			X	
WELDING				
Althouse, A. D.; Turnquist, C. H.; and Bowditch, W. A. Modern Welding. Illinois: Goodheart-Willcox Company, Inc., 1971.				X
Bennett, A. E., and Siy, Louis J. Blueprint Reading for Welders. New York: Delmar Publishers, 1968.			X	

APPENDIX C

Instructor Survey and Summary of Findings

VOCATIONAL READING POWER SURVEY
ESEA TITLE III

Name ______________________________ Course ______________________________

Vocational Center Location (circle one):

Clarkston (NW)	Pontiac (NE)	Walled Lake (SW)	Royal Oak (SE)

Please indicate your response to each question by either checking one of the alternatives (☑) or by writing in an answer.

Some of the questions may not apply to you. Indicate this by putting a "NA" (Not Applicable) next to such questions.

Please feel free to add comments or explain any of your answers.

1. What textbook(s) are you using in your course?
____
____
____

2. To what extent do you structure demonstrations and lectures around the textbook? ☐ Not At All ☐ Somewhat ☐ Very Much

3. Is the textbook the primary reference for occupational theory in your course? ☐ Yes ☐ No

4. If not, what is the primary reference? ______________________________

5. Is the textbook the primary reference for outside assignments? ☐ Yes ☐ No ☐ Outside Assignments Not Given

6. Do you use the textbook in the laboratory sessions? ☐ Yes ☐ No

7. Do you have reference materials in your class or laboratory? ☐ Yes ☐ No

8. If yes, how much class time per week do you assign students to these reference materials? ________ hours per week

9. Are there reference materials for your course in the school library? ☐ Yes ☐ No

10. If yes, how much class time per week do you assign students to these reference materials? ________ hours per week

11. How much class time per week do you set aside for textbook study? ________ hours per week

12. Is the textbook the primary source of applied (practical) information in your course? ☐ Yes ☐ No

13. If not, what is the primary source? ______________________________

14. Is the textbook used for planning the sequence of your course? ☐ Yes ☐ No

15. What percentage of your students read the textbook independently (without your help)? ____________ %

16. Do you require written reports? ☐ Yes ☐ No

17. If yes, do the students use the textbook in preparing these reports? ☐ Yes ☐ No

18. Does the textbook sequence follow the course sequence? ☐ Yes ☐ No

19. Do you assign specific pages of the textbook to parallel class and/or laboratory work? ☐ Yes ☐ No

20. How much time do you spend explaining the textbook? ☐ Much ☐ Some ☐ Little

21. How useful are the following features of the textbook in your course?

	Very Useful	Somewhat Useful	Not Useful	Not Included In Text
a. explanation of practical applications	☐ A	☐ A	☐ A	☐ A
b. glossary	☐ B	☐ B	☐ B	☐ B
c. illustrations (schematics, pictorials, etc.)	☐ C	☐ C	☐ C	☐ C
d. reference and bibliography	☐ D	☐ D	☐ D	☐ D
e. review questions	☐ E	☐ E	☐ E	☐ E
f. theory (text discussion)	☐ F	☐ F	☐ F	☐ F

22. Do you use the review questions in the textbook to evaluate your students' comprehension? ☐ Yes ☐ No ☐ Review Questions Not Included In Text

23. What kinds of materials are you using to supplement the textbook?

	Yes	No
a. audio-visual aids (films, etc.)	☐ A	☐ A
b. illustrations (schematics, pictorials)	☐ B	☐ B
c. information sheets (reference materials)	☐ C	☐ C
d. job sheets (step by step procedures)	☐ D	☐ D
e. lesson sheets (question/answer)	☐ E	☐ E
f. report or observation forms	☐ F	☐ F
g. study guides	☐ G	☐ G
h. technical manuals	☐ H	☐ H

i. other ____

____

24. Do you use commercially prepared tests to evaluate the performance of your students? ☐ Yes ☐ No

25. Do you prepare your own tests to evaluate the performance of your students? ☐ Yes ☐ No

26. If you were selecting students for your course, how important would you consider the following?	Very Important	Somewhat Important	Not Important
a. counselor references	☐ A	☐ A	☐ A
b. general intelligence	☐ B	☐ B	☐ B
c. manual dexterity	☐ C	☐ C	☐ C
d. neatness	☐ D	☐ D	☐ D
e. physical strength	☐ E	☐ E	☐ E
f. reading ability	☐ F	☐ F	☐ F
g. schematic interpretation	☐ G	☐ G	☐ G
h. school grades	☐ H	☐ H	☐ H
i. self discipline	☐ I	☐ I	☐ I
j. stamina	☐ J	☐ J	☐ J
k. teacher reference	☐ K	☐ K	☐ K
l. work experience	☐ L	☐ L	☐ L

m. other ____

27. Are the following types of instructional materials: 1) an important and *necessary* part of your course, 2) *sometimes used* as support, clarification, or enrichment, 3) *never used* in your course?	Necessary	Sometimes Used	Never Used
a. audio-visual aids (films, slides, etc.)	☐ A	☐ A	☐ A
b. charts (schematics, pictorials, etc.)	☐ B	☐ B	☐ B
c. information sheets	☐ C	☐ C	☐ C
d. job sheets (step by step procedure)	☐ D	☐ D	☐ D
e. journals and other periodicals	☐ E	☐ E	☐ E
f. lesson sheets (question/answer)	☐ F	☐ F	☐ F
g. pamphlets	☐ G	☐ G	☐ G
h. reference books	☐ H	☐ H	☐ H
i. report or observation forms	☐ I	☐ I	☐ I
j. technical manuals	☐ J	☐ J	☐ J
k. textbooks	☐ K	☐ K	☐ K

l. other ____

28. How important are the following reading skills for a student to successfully complete your course? The ability of the student to:	Very Important	Somewhat Important	Not Important
a. distinguish between fact and opinion	☐ A	☐ A	☐ A
b. recognize what is implied as well as what is stated.	☐ B	☐ B	☐ B
c. visualize from a written description.	☐ C	☐ C	☐ C
d. apply textbook principles to practical application.	☐ D	☐ D	☐ D

29. How effective are the following instructional techniques in your course?

	Very Effective	Somewhat Effective	Not Effective	Does Not Apply
a. demonstrations	☐ A	☐ A	☐ A	☐ A
b. instructor working with individual students	☐ B	☐ B	☐ B	☐ B
c. laboratory work	☐ C	☐ C	☐ C	☐ C
d. lectures	☐ D	☐ D	☐ D	☐ D
e. library research	☐ E	☐ E	☐ E	☐ E
f. simulation activities	☐ F	☐ F	☐ F	☐ F
g. small group activities	☐ G	☐ G	☐ G	☐ G
h. textbook assignments	☐ H	☐ H	☐ H	☐ H

i. other ____

30. What techniques do you use to evaluate the performance of your students?

	Yes	No
a. daily ratings	☐ A	☐ A
b. final examination	☐ B	☐ B
c. a mid-term examination	☐ C	☐ C
d. task evaluations	☐ D	☐ D
e. topic quizzes	☐ E	☐ E
f. weekly quizzes	☐ F	☐ F

g. other ____

31. Do you suggest that your students read specific periodicals related to their occupational area? ☐ Yes ☐ No

32. Approximately what percent of your course is "practical", and what percent is "theoretical"? ________ % practical ________ % theoretical

33. In determining your students' final grades, what "weighting" will you assign to each performance measure?

	% of final grade
a. daily ratings	A ________ %
b. practical final examination	B ________ %
c. task (job) evaluations	C ________ %
d. topic (or chapter) quizzes	D ________ %
e. weekly quizzes	E ________ %
f. written final examination	F ________ %
g. written reports	G ________ %

h. other ____

34. Have you prepared any of the following materials for your course?	Yes	No
a. audio-visual aids	☐ A	☐ A
b. course objectives	☐ B	☐ B
c. course outline	☐ C	☐ C
d. illustrations, diagrams, schematics, etc.	☐ D	☐ D
e. information sheets	☐ E	☐ E
f. lesson sheets	☐ F	☐ F
g. job sheets (step by step procedure)	☐ G	☐ G
h. mock-ups	☐ H	☐ H
i. study guides	☐ I	☐ I

j. other ______________________________

____

35. If yes, are samples of your materials available? ☐ Yes ☐ No

Thank you for your cooperation.

Vocational Reading Power Project
Oakland Schools

CONCERN I: STUDENT READING DEMANDS

WHAT TYPES OF READING SKILLS DO VOCATIONAL INSTRUCTORS EXPECT THEIR STUDENTS TO BRING TO CLASS?

DATA:

A. The instructors were asked to rate reading ability as it was related to their class. Results were as follows:

Very Important	47%
Somewhat Important	45%
Not Important	1%
No Response	7%

B. The instructors indicated that their students should be able to visualize from a written description. (78% very important)

C. The instructors indicated their students should be able to apply textbook principles to practical applications. (76% very important)

D. The instructors indicated their students should be able to recognize what is implied as well as what is stated. (63% very important - 20% somewhat important)

E. The instructors indicated their students should be able to distinguish between fact and opinion. (40% very important - 29% somewhat important)

F. Respondents indicated a wide range of responses as to whether or not their students could read their textbooks independently, everything from 2% to 100%, with the average response being that 47.7% of their students could read the textbook without their help. (Percentage based on number of respondents - 27% of the teachers did not respond or indicated that the question was non-applicable.)

G. In response to the question: "How much time do you spend explaining the textbook?"

Of those responding:

26% spent MUCH time explaining the textbook
48% spent SOME time explaining the textbook
26% spent LITTLE time explaining the textbook

SUMMARY:

An overwhelming majority of the vocational instructors indicated that student reading ability was from somewhat to very important in their class. Vocational instructors emphasized that their students should be able to visualize from a written description. Students should be able to apply textbook principles to practical application. To a somewhat lesser degree, but considered applicable, was that students should be able to recognize what is implied in the text as well as what is stated. Students are also expected to distinguish between fact and opinion.

Teachers who indicated that their students could read the textbook and those responding that their students could not read the textbook, still found it necessary to spend from some to much time explaining the textbook.

CONCERN II: INSTRUCTIONAL MATERIAL DEMANDS

1. HOW IS THE TEXTBOOK USED IN THE COURSE?

DATA:

A. 87% of the vocational education instructors (respondents) utilize the textbook to some extent in the structuring of their lectures and demonstrations.

B. 81% of the respondents assign specific textbook pages to parallel both class (theory) and laboratory (practical) work.

C. 64% of the respondents reported that textbook assignments were a necessary part of their course, with 20% finding textbook assignments very effective, 52% somewhat effective, and the remaining 33% indicating textbook assignments as ineffective or not given.

D. 42% of the respondents indicated that the textbooks were the primary source of occupational theory in their courses, with 35% indicating that the textbook was the primary source of applied or practical information in their course.

E. 23% of the respondents use the textbook in planning the instructional sequence of their courses

F. 11% of the respondents indicated the textbook did follow the course sequence.

G. The respondents indicated that they set aside an average of 2.3 hours per week for textbook study.

H. In response to the survey question: "How useful are the following features of the textbook in your course?" The respondents indicated:

	Somewhat to Very Useful
Explanation of Practical Application	92%
Theory	88%
Illustrations	87%
Glossary	74%
Review Questions	66%
Reference and Bibliogarphy	62%

(6% of the respondents checked the question as not applicable.)

SUMMARY:

The vocational instructors utilize the textbook to some extent in developing and structuring their lectures and demonstrations. The textbook is not only used in the presentation of theory, but in practical aspects of the laboratory portion of their courses.

The instructors indicated that the textbook sequence was incompatible with course sequence, necessitating a selection of relevant pages from their textbooks paralleling course outlines. The survey identified 68 different textbooks for the 30 occupational areas, suggesting that instructors not only pick and choose from one textbook, but from many. Even with the selection of specific pages or topics, the vocational instructors find their textbooks only somewhat effective as instructional tools.

The vocational instructors indicated that approximately one fourth of their class time is set aside for textbook study. This suggests that they rely heavily on the textbook in their courses.

The features of the textbook found useful by instructors were explanations of practical applications, discussion of theory, illustrations (schematics and pictorials) and the textbook glossary.

CONCERN II: INSTRUCTIONAL MATERIAL DEMANDS

2. WHAT TYPES OF INSTRUCTIONAL MATERIALS ARE PREPARED BY VOCATIONAL INSTRUCTORS?

DATA:

80% of the respondents indicated they prepared their own instructional materials as follows:

Types of Materials Prepared	Ranked by Percentage of Response
Course Objectives	87%
Information Sheets	87%
Illustrations	86%
Lesson Sheets	85%
Audio Visual Aids	83%
Course Outlines	80%
Job Sheets	71%
Mock-Ups	65%
Study Guides	56%

(13% of the teachers did not respond to the question dealing with types of materials prepared.

SUMMARY:

An overwhelming majority of the vocational instructors prepare their own instructional materials. The materials can be described as short, written units of an instructional nature designed to be used by the individual student. The greatest effort expended by the instructors is in the preparation of:

Information Sheets - used to present theoretical aspects of a specific item of instruction

Illustrations - schematics, pictorials, exploded views or photographs of an item of instruction

[illegible]sson Sheets - sequenced instructions on what to study, which may include questions and/or problems

Audio Visual Aids - usually transparencies to be used with the overhead projector for group presentations

Job Sheets - a step-by-step procedure for the completion of a task or a group of tasks

CONCERN II: INSTRUCTIONAL MATERIAL DEMANDS

3. WHAT INSTRUCTIONAL MATERIALS ARE EMPLOYED BY VOCATIONAL INSTRUCTORS, OTHER THAN TEXTBOOKS?

DATA:

A. 95% of the respondents indicated they had reference materials in their class or shop library.

B. 58% of respondents indicated they assigned students to these reference materials 2.5 hours per week.

C. 22% of the respondents indicated there were reference materials for their courses in the school library.

D. In response to what other kinds of materials the respondents were using to supplement the textbook, the following was indicated:

	Percentage of Respondents
Audio Visual Aids	96%
Illustrations	94%
Information Sheets	91%
Technical Manuals (14% no response)	80%
Job Sheets	75%
Lesson Sheets	71%
Study Guides (13% no response)	58%
Report or Observation Forms (16% no response)	56%

E. 77% of the respondents indicated that they suggested to their students that they read specific periodicals related to occupational areas.

F. The respondents' evaluation of instructional techniques by percentage indicated:

Rated Very Effective	94%	instructor working with individual students
	93%	laboratory work
	82%	demonstrations
	61%	small group activities
Rated Somewhat Effective	57%	lectures
	47%	library research
	45%	simulation activities

SUMMARY:

Almost all of the vocational instructors indicated they had reference materials available for student usage in their class or shop library. About half of the instructors indicated they assigned students to these reference materials each week.

It appears that vocational instructors recognize a finite body of related information pertinent to their occupational areas. Finding textbooks inadequate, they resort to supplementary materials either commercially or teacher prepared. Materials utilized to supplement the textbook were audio visual aids, illustrations, information sheets, technical manuals, job sheets, lesson sheets and study guides.

An evaluation of instructional techniques indicated the most effective methods revolved around the instructor working with individual students, laboratory or shop work, demonstrations and small group activities.

CONCERN III: EVALUATION MATERIALS

WHAT TECHNIQUES ARE USED BY VOCATIONAL INSTRUCTORS TO EVALUATE STUDENT PERFORMANCE?

DATA:

A. 44% of the respondents use the review questions in the textbook to evaluate student comprehension. 24% reported that review questions were not included in their textbook. 12% indicated review questions were not applicable to their program. 19% did not use textbook review questions.

B. 12% of the respondents indicated they use commercially prepared tests to evaluate the performance of their students.

C. 100% of the respondents indicated that they prepare their own tests.

D. Ranking of evaluation - grades weighted by percentage of response

77% of the respondents "weighted" task job evaluations

67% of the respondents "weighted" topic-chapter quizzes

54% of the respondents "weighted" daily ratings

40% of the respondents "weighted" written final exam

36% of the respondents "weighted" weekly quizzes

26% of the respondents "weighted" written reports

E. A summary of evaluation techniques used indicated that job task performance and practical examinations constituted 58% of the grade. Theory related activities constituted 30% of the grade. Miscellaneous evaluation techniques (daily ratings) accounted for the remaining 12% of the grade.

SUMMARY:

Some of the vocational instructors rely on review questions in their textbooks. All instructors prepare their own tests to evaluate the performance of their students.

The instructors rely on written materials such as topic or chapter quizzes, written final exams, weekly quizzes and written reports in the evaluation of their students.

Theory represents only 30% of the students grade, with 2.3 hours per week set aside for textbook study. The greatest effort expended by insturctors is in the development of theory-related material.

CONCLUSIONS

The vocational instructors agree that reading is a prerequisite skill to their instructional programs. They rely heavily on their students' reading the materials dealing with the theoretical and practical components of their occupational areas, and they use reading-related materials in the evaluation of their students' performance. However, reading difficulty has not been considered generally in the evaluation of written materials, partly because the methodology for performing these evaluations has not been available.

The vocational instructors find their textbooks less than effective instructional tools requiring class time for clarification. The instructors utilize only selected elements of the textbook in their instructional programs. To supplement the textbook, instructors spend a great deal of time and effort seeking out occupational-related information and preparing their own instructional materials.

There is a definite need for the utilization of criteria for selection and evaluation of instructional materials. There also exists a need for the development of instructional materials based upon evaluation criteria to achieve a better fit between student reading requirements and textbook demands.

APPENDIX D

Evaluation of Project Findings:
Presentation "Comment Sheets"

VOCATIONAL READING POWER PROJECT
ESEA TITLE III

Presentations

July 14, 1971	Introduction of Project to Oakland Schools Automotive Mechanic Craft Committee
July 16, 1971	Introduction of Project to Oakland County Area Vocational High School Principals
January 10, 1972	Presentation to Oakland County Vocational Consultants
January 18, 1972	Presentation to Oakland County Area Vocational Education Centers Principals
January 25, 1972	Presentation to Vocational Reading Power Project Advisory Planning Committee
February 3, 1972	Presentation to State of Michigan Title III and Vocational Education Depts.
February 7, 1972	Southwest Vocational Education Center Instructors
February 8, 1972	Presentation to Northwest Vocational Education Center Instructors
February 9, 1972	Dr. Roy J. Butz appeared as a guest on the "Detroit Today" program, Channel 50
February 10, 1972	Presentation to Oakland University Class in Instructional Materials: Vocational and Applied Arts Education
February 11, 1972	Presentation at a Detroit Free Press Workshop
February 14, 1972	Presentation to Northeast Vocational Education Center Instructors
February 17, 1972	Presentation by Dr. Roy J. Butz to Secondary School Principals Association of Oakland County
February 18-19, 1972	Dr. Roy J. Butz, Southeast Regional Reading Conference, Atlanta, Georgia
February 24, 1972	Dr. David Soule presented project materials at Wayne State University in Vocational and Applied Arts Education Course entitled Organizing Course Materials

March 6, 1972	Presentation to the Vocational Education and Career Development Service Lansing, Michigan
March 10, 1972	Presentation to Evaluation Team, Title III State Board of Education, Lansing Staff
March 15, 1972	Presentation to Dr. Sigurd Reslov, Chairman of Department of Higher Education, Wayne State University, by Dr. Cerny
March 24, 1972	Presentation to Vocational Education Department Warren Consolidated Schools Warren, Michigan
April 5, 1972	Presentation to Oakland County Superintendents by Dr. Cerny
April 10, 1972	Presentation to Michigan Reading Association Convention in Grand Rapids, Michigan
April 17, 1972	Presentation to Oakland County Special Education and Special Needs Staff Pontiac, Michigan
	WWJ Radio Interview by Reporter George Kendall with Dr. Cerny - "News-Time Special Report"
April 18, 1972	Presentation to Southeast Oakland Vocational Education Center
April 21, 1972	Presentation to Oakland County Vocational Administrator Council
April 28, 1972	Presentation to Michigan Industrial Education Society, 44th Annual Convention
June 14, 1972	Presentation to Mississippi State College for Women - Reading Conference
June 22, 23, 1972	Presentation to University of Georgia, 33rd Annual Reading Conference
June 26, 1972	Presentation to Syracuse University, 14th Annual Reading Conference Syracuse, New York

VOCATIONAL READING POWER PROJECT
ESEA TITLE III

OAKLAND COUNTY VOCATIONAL
ADMINISTRATOR COUNCIL

April 21, 1972

Presentation Comments

Please complete the following statements as you see fit.

1. The information presented in this meeting . . . .

2. As a result of the information presented in this meeting, I am concerned about . . . .

3. I think that the information and activities of this Project should . . . .

4. I recommend that the Project Staff . . . .

5. In reviewing my own experiences, the data presented at this meeting. . . .

---

6. The effects of this Project on students at the Vocational Education Centers . . . .

---

7. The way the information was presented at this meeting was . . . .

---

8. We, the Vocational Instructors, should. . . .

Name:______________________________

Subject:______________________________

School:______________________________

Thank you for your cooperation.

WCS

WARREN CONSOLIDATED SCHOOLS *29900 Lorraine Blvd., Warren, Michigan 48093 • Telephone: 751-1100*

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•

OLIN L. ADAMS, JR.
Superintendent of Schools

May 4, 1972

Kenneth Cerney
Oakland Schools
2100 Pontiac Lake Road
Pontiac, Michigan 48054

Dear Ken,

I wish to express my thanks to you and your staff for sharing the results of your research with us here in Warren Consolidated. As you know, all too often reading materials are selected on the basis of publishers' promotional literature or because included pictorial illustrations seem to have student appeal. Your project is relevant and I would like to recommend that it be continued for at least two more years.

Once again, let me express my appreciation for your efforts. We would like to offer our services to you at any time we may be of assistance in your work. We feel that your project is very meaningful and well worth the time and effort you and your staff have put into it.

Sincerely,

Alfred Bracciano
Director of Vocational Education

AB:bm

VOCATIONAL READING POWER PROJECT
ESEA TITLE III

Vocational Education Department
Warren Consolidated Schools

March 24, 1972

Presentation Comments

Please complete the following statements as you see fit.

1. The information presented in this meeting . . . .

was obviously well planned and very well presented. Researchers' findings make it strikingly clear that a more selective procedure must be established for the selection of software for use in vocational classes.

2. As a result of the information presented in this meeting, I am concerned about . . . .

establishing an effective system for the selection of suitable texts for our programs. Further concerns include teacher utilization of software and teacher awareness of reading level differences.

3. I think that the information and activities of this Project should . . . .

be continued and expanded to include dissemination of information on a broader base. An attempt should be made to secure publishers cooperation in providing readability level information.

4. I recommend that the Project Staff . . . .

continue efforts to secure the involvement of publishers, school board members and other educators to promote the development of procedures for obtaining readability assessment information for all types of software.

5. In reviewing my own experiences, the data presented at this meeting. . . .

was very relevant to the present problem in education. The relevancy of this material becomes very apparent to all staff members that were involved in the presentation. Very often we have selected textbooks which have been based on the material presented by the publisher for the visual implications of the textbooks as it may apply to the students, which this study is pointing out to us, is not the deciding factor.

---

6. The effects of this Project on students at the Vocational Education Centers . . . .

Not applicable.

---

7. The way the information was presented at this meeting was . . . .

effective, interesting, well organized and useful.

---

8. We, the Vocational Instructors, should. . . .

make every effort to minimize the reading level gap in our classes and strive for a more effective use of reading materials.

Name: Alfred Bracciano
Subject: Vocational Education Department
School: Warren Consolidated Schools

Thank you for your cooperation.

VOCATIONAL READING POWER PROJECT
ESEA TITLE III

OAKLAND COUNTY VOCATIONAL
ADMINISTRATOR COUNCIL

April 21, 1972

Presentation Comments

Please complete the following statements as you see fit.

---

1. The information presented in this meeting . . . .

Well Done and informative

---

2. As a result of the information presented in this meeting, I am concerned about . . . .

Reading becoming the main thrust in a Voc. Direction

---

3. I think that the information and activities of this Project should . . .

be highly publicized and disseminated to prove the ineffectiveness of written material

---

4. I recommend that the Project Staff . . . .

Continue with a thrust toward pictorial, chart, drawing and visuals in organized ~~for~~ printed form for "hands on" support

5. In reviewing my own experiences, the data presented at this meeting. . . .

was confirming

---

6. The effects of this Project on students at the Vocational Education Centers . . . .

Has to be positive - Degree will depend on direction of corrective thrust

---

7. The way the information was presented at this meeting was . . . .

Excellent

---

8. We, the Vocational Instructors, should. . . .

Push for the measures of support material as stated in Item 4

Name: C B Eldridge
Subject: Director
School: Hazel Park

Thank you for your cooperation.

VOCATIONAL READING POWER PROJECT
ESEA TITLE III

OAKLAND COUNTY VOCATIONAL
ADMINISTRATOR COUNCIL

April 21, 1972

Presentation Comments

Please complete the following statements as you see fit.

---

1. The information presented in this meeting . . . was what had been needed for many, many years — to help with reading for the vocational student and others.

---

2. As a result of the information presented in this meeting, I am concerned about . . . . what comes next — what can we do as vocational educators.

---

3. I think that the information and activities of this Project should . . . be presented to more key people in both vocational and general educators

---

4. I recommend that the Project Staff . . . . do more in the area of general education K-12

5. In reviewing my own experiences, the data presented at this meeting. . . was most helpful to me as a vocational educator in helping my staff with material selection.

---

6. The effects of this Project on students at the Vocational Education Centers . . . should help them and the instructor understand reading problems.

---

7. The way the information was presented at this meeting was . . . .

well done -

---

8. We, the Vocational ~~Instructors~~ directors, should. . . keep in touch with you and your staff to help this project to ~~[illegible]~~ completion.

Name: L. Carlson
Subject:
School: Walled Lake Schools

Thank you for your cooperation.

Thank you for a job well done!!

VOCATIONAL READING POWER PROJECT
ESEA TITLE III

Vocational Education and
Career Development Service

March 6, 1972

Presentation Comments

Please complete the following statements as you see fit:

1. The information presented in this meeting . . . . was informative and shocking to say the least.

2. As a result of the information presented in this meeting, I am concerned about. . . . development of meaningful dialogue with publishers to begin to get the wheels in motion for wholesale reviews

3. I think that the information and activities of this Project should . . . . once finalized be widely disseminated

4. I recommend that the Project staff . . . . prepare strong documentation then request funding to open up meaningfull dialogue for dissemination and further analyses as suggested.

5. In reviewing my own experiences, the data presented at this meeting. . . .

Seems compatible

---

6. The effects of this Project on students at the Vocational Education Centers . . . . if can get this accepted at the operating level should provide for serious introspection

---

7. The way the information was presented at this meeting was . . . .

Good

---

8. We educators should . . . .

Name: ____________________
Vocational Education and
Career Development Service
Box 928
Lansing, Michigan 48904

Thank you for your cooperation.

VOCATIONAL READING POWER PROJECT
ESEA TITLE III

Vocational Education and
Career Development Service

March 6, 1972

Presentation Comments

Please complete the following statements as you see fit:

---

1. The information presented in this meeting . . . .

well presented.

---

2. As a result of the information presented in this meeting, I am concerned about. . . .

[illegible]

---

3. I think that the information and activities of this Project should . . . .

continue

---

4. I recommend that the Project staff . . . .

get the word out.

5. In reviewing my own experiences, the data presented at this meeting. . . .

---

6. The effects of this Project on students at the Vocational Education Centers . . . .

[illegible] with the publishers

---

7. The way the information was presented at this meeting was . . . .

Great

---

8. We educators should . . . . develop appropriate materials

Name: Dr. J. Michie
Vocational Education and
Career Development Service
Box 928
Lansing, Michigan 48904

Thank you for your cooperation.

VOCATIONAL READING POWER PROJECT
ESEA TITLE III

Vocational Education and
Career Development Service

March 6, 1972

Presentation Comments

Please complete the following statements as you see fit:

1. The information presented in this meeting . . . . provided a new slant on the kind of student enrolled in area vocational centers

2. As a result of the information presented in this meeting, I am concerned about. . . . the kind of text and reference materials used in all vocational classes

3. I think that the information and activities of this Project should . . . . be made available to all vocational directors and others in leadership positions

4. I recommend that the Project staff . . . .

5. In reviewing my own experiences, the data presented at this meeting. . . . caused me to realize that too little thought is given to the nature of educational publications used in our schools

---

6. The effects of this Project on students at the Vocational Education Centers . . . . ~~can~~ has many implications for principals or vocational directors.

---

7. The way the information was presented at this meeting was . . . . very effective and showed that much care and thought has gone into the planning and development of the entire project.

---

8. We educators should . . . . give consideration to the next steps so that work done to date will not go on the shelf without improving our work with student

Name: Edwin St. John
Vocational Education and
Career Development Service
Box 928
Lansing, Michigan 48904

Thank you for your cooperation.

VOCATIONAL READING POWER PROJECT
ESEA TITLE III
ADVISORY PLANNING COMMITTEE

JANUARY 25, 1972

SUMMARY OF QUESTIONS

1. The information presented in this meeting...

Students

Complete and easily comprehendable
Was rather interesting
To help students better understand textbooks and manuals, through the process of readability
Was thorough and well presented
Was really readable in every respect

Parents

Shows great deal of advance preparation, with concern of student foremost
Was very interesting
Has been very informative
Was very well presented and complete

Principals

Was informative and helpful for future planning
Was meaningful, well presented and much needed

Counselors

Interesting, but already known
Interesting, enlightening
Presentation was excellent but far too long! Was highly pertinent to Vocational Education, and education in general
Was enlightening and highly informative

Interested People

Was very enlightening - clear and concise
Is very much of a problem today and should have more talk over how things should be improved
The meeting was very informative and started us thinking.
Was very interesting, even though I'm not a student of the vocational schools
Was very practical and easily understandable
Enlightening and vital

January 31 1972

VOCATIONAL READING POWER PROJECT
ESEA TITLE III
ADVISORY PLANNING COMMITTEE
JANUARY 25, 1972

SUMMARY OF QUESTIONS

2. As a result of the information presented in this meeting, I am concerned about...

Students

The reading ability and the textbook levels of general friends and materials
Proper textbooks and instructors, which students can read and understand
The textbook

Parents

Reading materials used in these schools; money should be more wisely used for this purpose
The fact that students cannot read and understand at their grade levels
Well pleased with the school
Up grading reading levels prior to 11th and 12th grade, or entry into vocational education schools

Principals

Corrective measures to be taken in areas where the student reading level is much below the readability of the text
The use of one standardized text

Counselors

Areas other than vocational education
The whole concept
Reading levels of teacher prepared materials and tests
The students verify the fact that instructors still explain despite the fact that the survey indicated how much reliance was made on textbooks and reading.

Interested People

Misinterpretation of data in a negative manner
Textbook selection
Further work on meaningful written support materials and further involvement of teachers in the more complete development of curriculums
The text, because it should be referred to, but not in some cases.

(continued)

Interested People

That it is going to be a very hard job of finding out what is really the answer

What is going to be done about the problem

The poor job our schools have done in preparing our young people for the vocational training or any other field they may select

VOCATIONAL READING POWER PROJECT
ESEA TITLE III
ADVISORY PLANNING COMMITTEE
JANUARY 25, 1972

SUMMARY OF QUESTIONS

3. I think that the information and activities of this Project should...

Students

Go into further detail
Not stop with just talk, but have some action
Allow more students to express their thoughts and opinions
Be directed to finding a solution to this gap of reading abilities

Parents

Relate greater student concern to secure better education in general
Make for better understanding between teacher and student
Continue in the project
Continue and be made available to others
Be continued and progress will be made

Principals

Add to our ability to do a better job in meeting individual student needs
Take into consideration the grade level evaluation of proposed text materials the centers plan to purchase or develop

Counselors

Continue and be directly communicated to area school staffs
Be widely disseminated
Be expanded and widely disseminated

Interested People

Extend into our secondary school system
No comment
Be continued, because it helps the students in understanding the classes which they are taking
Be continued and publicized
Be designed to aid students and teachers to better understand the confine of texts available

VOCATIONAL READING POWER PROJECT
ESEA TITLE III
ADVISORY PLANNING COMMITTEE
JANUARY 25, 1972

SUMMARY OF QUESTIONS

4. I recommend that the Project staff...

Students

Keep up the good work
Revise textbooks and manuals
Should go ahead, they are on a real good subject

Parents

Continue in your efforts; you are to be commended for what you have done thus far
Be continued

Principals

Keep up the good work
Continue its work

Counselors

Keep up the good work
Continue as per
Keep up the fine work
Explore other states that have been involved in vocational training long before Michigan, to determine the textbooks used

Interested People

Continue analysis of all texts used in vocational education
Get together on their presentation and keep it moving
Continue to solicit the active participation of students and teachers
Keep on with these meetings and work more with teachers and students
Is doing a good job and should find out more about how things are run in a class room

VOCATIONAL READING POWER PROJECT
ESEA TITLE III
ADVISORY PLANNING COMMITTEE

JANUARY 25, 1972

SUMMARY OF QUESTIONS

5. In reviewing my own experiences, the data presented at this meeting...

Students

Was relevant to me and the rest of the students
Was very much true, however, it was general, and does not apply to all the students
Is great
Was helpful
Is accurate

Parents

Very informative and very well compiled
Was surprising since I had heard that students couldn't read well, but I never knew just how poor they were
Has been quite helpful in knowing what is trying to be done at these schools

Principals

Is for the most part true

Counselors

Did not reveal anything I didn't already know
Confirms thoughts I had
Reinforces what I have long thought

Interested People

Shows a shocking need for better instruction of some kind. I feel we definitely should have textbooks that can be used.
Was very well prepared
Helped enlighten me to the problems
The data was interesting even though I do not have any experiences in this.
Confirms suspicions about these needed efforts on textbooks
Is significant and directional in nature of textbook use

VOCATIONAL READING POWER PROJECT
ESEA TITLE III
ADVISORY PLANNING COMMITTEE
JANUARY 25, 1972

SUMMARY OF QUESTIONS

6. The effects of this Project on students at the Vocational Education Centers...

Students

Should help increase the effectiveness of the education for the general student there
Vocational buildings are wonderful for most of the students attending
Will be very good, if the objectives are eventually met
Are really great

Parents

I'm sure will be most helpful in the future
Perhaps the textbooks for future students will be made more readable
Will show students that there is someone interested in improving education

Principals

The results, if handled correctly, should contribute to a greater degree of progress of area students
Should give them a better chance to succeed in their course work

Counselors

Give rise to legitimate questions of what is actually being taught. Is the material designed for administrators and teachers, or for students?
Unlimited
Should be extremely worthwhile

Interested People

Should improve their comprehension markedly
Is questionable at this time
Should result in a much improved vocational program
I believe these courses are helping the student plan
I think this project will help students and teachers get more out of vocational education
Should change some of the ways things are going
Should improve interest, especially on the part of students

VOCATIONAL READING POWER PROJECT
ESEA TITLE III
ADVISORY PLANNING COMMITTEE
JANUARY 25, 1972

SUMMARY OF QUESTIONS

7. The way the information was presented at this meeting was...

Students

Terrific
Informative, however, lengthy. (I've got school tomorrow, you know.) (ha-ha)
Great
Good, although it was a little dry
Organized, interesting

Parents

Excellent!!
Very interesting
Very, very good

Principals

Well done, but the session was too long without opportunity for a break. Students and audience in general were tired after the mid point and lost much of the presentation.
Excellent, but the session was too long, no break

Counselors

Lengthy
Very well done, however, a lot of material requiring possibly too long a session
Well organized, but too long
Good, but some of the data was difficult to see from lack of room

Interested People

Very enlightening
Very well done
Very good
Interesting! It kept your interest all through the program
Excellent
Too long
Fine!

VOCATIONAL READING POWER PROJECT
ESEA TITLE III
ADVISORY PLANNING COMMITTEE
JANUARY 25, 1972

SUMMARY OF QUESTIONS

8. We, the Projects Advisory Planning Committee, should...

Students

Keep going just the way that you are
Get more textbooks for students that are readable and understandable, and somehow let more parents know what is going on

Parents

Principals

Meet again

Counselors

Consolidate your gains, then develop possible solutions for implementation and funding
Continue to meet
Assist in any way possible and so submit myself to that end
Investigate other states involved in vocational training

Interested People

Be alert to each new development
Keep meetings to two hours
Plan more of these meetings
Find out more about teachers
Be more concerned about what is being taught our youngsters, and how it is done

VOCATIONAL READING POWER PROJECT
ESEA TITLE III
NORTHWEST OAKLAND VOCATIONAL CENTER
February 8, 1972

SUMMARY OF QUESTIONS

1. The information presented in this meeting . . . .

Very informative

Was helpful and informative

Was very beneficial and interesting

Was impressive, was the result of much time, work and effort

Well presented both in written form and oral presentation.
Instructor's copy excellent as it allows individual review time
Should have had this material years ago
Motivating! Easily read!

Was easily understood and applicable to our daily teaching activities. Most valuable to our work with students.

Will have a good effect on future education.

Very well presented. Wished we would have had more time to review your findings.

Very interesting

Interesting and enlightening

Was a complete surprise to me. I was unaware of the wide range of reading abilities

VOCATIONAL READING POWER PROJECT
ESEA TITLE III

NORTHWEST OAKLAND VOCATIONAL CENTER

February 8, 1972

SUMMARY OF QUESTIONS

2. As a result of the information presented in this meeting I am concerned about . . . .

The need to upgrade the background education of todays high school students

Finding text and lab materials that the students can understand without compromising content

The major source of text material my students are now reading

Being able to use the large amount of data, that is, break it down into concrete materials that we can use

Requirement and place on students with low reading levels
Contrarily--preparing materials to meet the higher level reader
Selecting and writing materials to meet the needs of all students

Evaluating materials prior to their use in the classroom (laboratory) and evaluating our overall presentations in the classroom.

The usefulness of our textbooks, the fairness of my tests based on the information in the text

My students who have trouble reading, and I wonder about their reading the book. I guess they probably are not

The content of the books and the reading level--the two go together

Giving more practical demonstration

The readability of my materials

VOCATIONAL READING POWER PROJECT
ESEA TITLE III

NORTHWEST OAKLAND VOCATIONAL CENTER

February 8, 1972

SUMMARY OF QUESTIONS

3. I think that the information and activities of this Project should. . .

Be expanded to include research into ways and methods of increasing the students readiness to come to and succeed at our vocational education center--giving them more of the basic skills

Be expanded into some type of help for students with reading problems

Enable us to be more selective in our choice of reading materials

Continue the good work and pass on to the instructors a recommended list of books and materials we should use

Be useful to get publishers to write effective, understandable material

Motivate (by giving this info to more teachers) to start the reading work in the primary grades

Be continued, in depth!

Contine

Be the beginning of reading development in the lower grades

Decide whether the text is a good teaching tool and not just the readability

Be a guide to closer look at reading level of textbooks

Continued and expanded

VOCATIONAL READING POWER PROJECT
ESEA TITLE III

NORTHWEST OAKLAND VOCATIONAL CENTER
February 8, 1972

SUMMARY OF QUESTIONS

4. I recommend that the Project staff. . . .

Carry on with the good work they're doing!

Attempt to correlate rading level with a particular vocation Such as what reading level should be expected of a TV repairman

Continue with some individual studies. I have a few students that I would like evaluated further on their reading comprehension ability. Also would like to see some of the books I use evaluated

Find and analyze as many materials that may be available for each vocation. There must be much material that we don't even know about

Continue to work on this project to further investigate reading problems and hopefully give us solutions

Present this to all school levels so that it can help students and also realize the individual differences among the students we work with

Work with the individual structors and programs

Start working at the primary level so that when the kids come to us they can at least read!

Continue

Evaluate each individual classroom, and recommend new materials

VOCATIONAL READING POWER PROJECT
ESEA TITLE III
NORTHWEST OAKLAND VOCATIONAL CENTER
February 8, 1972

SUMMARY OF QUESTIONS

5. In reviewing my own experiences, the data presented at this meeting . . . .

Valid

I agree with your findings

Seems to coincide with the levels of ability in the classroom as demonstrated by projects or tests based on material read only with no discussion

Was most relevant as I have noticed these individual differences in my own classes.
Seem to meet the norm which I feel and have encountered

Is well documented and "makes sense"

Verifies the problem students have reading. This type of project should begin at an early stage in education

I'm happy with my text

Should be made available to elementary schools

Was true and actually what exists in the classroom

VOCATIONAL READING POWER PROJECT
ESEA - TITLE III
NORTHWEST OAKLAND VOCATIONAL CENTER
February 8, 1972
SUMMARY OF QUESTIONS

6. The effects of this Project on students at the Vocational Education Centers. . . .

Should enable the students to grasp more because we as instructors now see we must change our teaching methods to better reach the student

This project should make the course material more meaningful to each student

Should be of benefit to the student of the results and in choosing materials for use by the student

Should help them as we come up with the right materials

Should help we instructors re-evaluate our programs to better meet the needs of our students
Our Students should benefit because of our new realization of their reading ability

Should be positive in every respect and should give our programs more depth

Will be books keyed to the students reading ability.
Less frustration on reading assignments and greater comprehension of materials covered

Could result in more hands on project

More readable materials should enable the student to become more employable in the future

VOCATIONAL READING POWER PROJECT
ESEA TITLE III
NORTHWEST OAKLAND VOCATIONAL CENTER
February 8, 1972

SUMMARY OF QUESTIONS

7. The way the information was presented at this meeting was . . . .

Very clear

Direct and to the point

Excellent

Very good. Could have used even more time for discussions and questions.

To the point and concise
Good use of overhead projector
Clear and without prejudice to any program
Down to earth

Most satisfactory!

Excellent!

I think it should be pointed out that each area being a special vocation has special terminology and words that must be used.
Some of the words that were marked as difficult words should be of general knowledge to the students. You cannot always be thorough with elementary terminology.

Good

Easy to understand

Down to earth and easy to understand

VOCATIONAL READING POWER PROJECT
ESEA TITLE III
NORTHWEST OAKLAND VOCATIONAL CENTER
February 8, 1972

SUMMARY OF QUESTIONS

8. We, the Vocational Instructors. . . .

Will now be better able to present technical information to our students because we now have a better understanding of his limitaions and capabilities

Choose materials more in line with reading ability.
Press for remedial reading programs.

Be able to now benefit from the project and I personally would like to order The Medical Assistant by Bredow and Cooper in sufficient quantities for each student to have one available for classroom use.

Meet with your staff in both large and informal meetings and methods to arrive at the best possible materials and methods for our students

Work with the Reading Consultants to further study our individual programs.
Try to rework our materials in line with the study results.

Do all possible to cooperate with this program and gear our materials towards the students' abilities as well as requirements for the program.

Take greater care in selecting thextbooks. Realize the great difference in students reading ability and prepare our lessons with this in mind

Be able to purchase the books after this type of analysis, and then not be limited because of a lack of funds

Cooperate

Be aware of reading levels, and try provide materials that can be read and understood.

VOCATIONAL READING POWER PROJECT
ESEA TITLE III

OAKLAND UNIVERSITY

February 10, 1972

SUMMARY OF QUESTIONS

1. The information presented in this meeting . . . .

I feel quite enlightened as far as the readability of some texts and also the reading levels of the students

Has made me aware of a possible problem of teaching by textbook

Very enlightening

Very enlightening, in that it reinforced the need of meeting the students' needs

Was very educational

Very useful to me in the future as a beginning teacher
Increase criterion for selection of reference books

Will be very useful to me. I think this project should be expanded with same thought but more people should be involved

Was very well done. I too agree that reading is a prerequisite to instructional programs. It seems after the 7th grade all is forgotten about reading skills.

Was very interesting and informative. It is gratifying that this project is in effect.

Is informational, interesting, of some value in the long range. I prefer to select a text after spending considerable time reading it myself, also budget limitations are a serious handicap. I would give about a 10-15% weighting factor to this information in text selection.

Was interesting and of some value to me

Should have been available "yesterday"

Was enlightening

Was interesting and enlightening
Points up the vast discrepancy in reading ability and materials given students to read
Is encouraging in that someone is doing something to help in a critical problem area

Is helpful in that it points out to me there is more to text than just content

VOCATIONAL READING POWER PROJECT
ESEA TITLE III

OAKLAND UNIVERSITY

February 10, 1972

SUMMARY OF QUESTIONS

2. As a result of the information presented in this meeting, I am concerned about . . . . .

Reading levels of students and why more isn't being done

Scraping my use of textbooks as a major factor in teaching concepts

Readability and remedial support for the student

Students who do not exceed in my program. Is it because of reading skills or because of their own

Lack of general interest and information on textbook selections regarding readability

Determining readability of my texts, and readability levels of my students

This Title III project and would like to hear more about it. I am looking forward to see or I should say read about the outcome from your Free Press Meeting.

The readability level of the textbooks I use

Readability of texts, my own texts, quizzes, handouts and verbal lecture presentation

Reading ability of students at the elementary level that are entering junior high

How soon it can be effectively used

The texts and how the instructors use them, also reading ability of Oakland students

How to adjust reading level of materials to be more appropriate to reading ability of students.
How to secure and present materials to compensate for inappropriate reading level of textbooks.

The rest of the results in that will it be available to teachers?

VOCATIONAL READING POWER PROJECT
ESEA TITLE III

OAKLAND UNIVERSITY

February 10, 1972

SUMMARY OF QUESTIONS

3. I think that the information and activities of this Project should. . . .

Should be made available to every Vocational Instructor

Made available to any educator that may be interested

Be available to all instructors and Educators and book manufacturers

Given to all the school districts so they are aware of the study. Hopefully many of the school districts would like a presentation.

Extend past Oakland County

Submitted to authors as information regarding their books

Be expanded in both funds and people. Also there is a need for many more vocational instructors to be exposed to this presentation

Be developed further. These two men seemed to be quite prepared and did a fine job

Be publicized so that hopefully more projects of this type will be implemented in other areas

Be provided as a public service - government funded
Should be widely advertised as accountability be applied to speech courses for lecture verbalization control

Can help the school to evaluate their reading program and improve it

Made available to all who request it after appropriate advertising

Be known by all teachers and parents

Be presented to publishers, curriculum development committees, conventions as you suggested, and be compiled for distribution to teachers, etc.

Be expanded and presented to writers so that books can be written in such a manner that it can be understood by the student

VOCATIONAL READING POWER PROJECT
ESEA TITLE III

OAKLAND UNIVERSITY

February 10, 1972

SUMMARY OF QUESTIONS

4. I recommend that the Project staff . . . .

Keep up the good work

Be expanded to fully investigate the total impact of reading and readability on all textbook materials

Further their efforts to bring this kind of information to we the educators

Expand the study to all the I. E. books

Continue

Expand

Continue with their fine work. I am another teacher that find my textbook less than an effective instructional tool

Publicize the information as much as possible

Develop a course to teach teachers to participate and interpret results of these programs and develop ther criteria to judge the "comprehensibility" and "visual asymmetrical transferrability" of the textbooks

Present this project to the staffs of elementary, junior and senior high schools

Generate a staff of consultants to tour and present this information

Keep up the good work

Keep pushing

To keep after the publishers to take over the task of evaluating the texts

VOCATIONAL READING POWER PROJECT
ESEA TITLE III
OAKLAND UNIVERSITY
February 10, 1972

SUMMARY OF QUESTIONS

5. In reviewing my own experiences, the data presented at this meeting. . . .

Has been very beneficial

Has made me question my reasons for relying on textbooks as a major tool in teaching

I hope that my own structural material is at the level needed but also can see that I have been making some mistakes

Has started me thinking about the students in my classes who are having problems, are these problems reading problems? What are their reading levels? I intend to find out

Broadened my knowledge of selecting meaningful, practical reference books for my shop class

Is very helpful, but I would like more information in my area

Seemed to make sense. I often find myself supplementing the textbook and even getting away from them all together

Indicated that my instructional process is like that of the majority of instructors surveyed.

Was elementary but could be organized into a course presentation (such as a course in syntax understanding) and some basic understanding concepts could be presented to help teachers quickly pair judgements with meaningful teaching philosophies involved

Valuable

Has been a matter of concern for a long time

Is accurate

Confirmed some suspicions, opened up some new horizons

VOCATIONAL READING POWER PROJECT
ESEA TITLE III

OAKLAND UNIVERSITY

February 10, 1972

SUMMARY OF QUESTIONS

6. The effects of this Project on students at the Vocational Education Centers. . . .

Should prove very helpful for reading abilities of students

Should prove to upgrade all vocational programs

Would be very valuable to students and instructors

Should help these students in the next few years

Should be gratifying if the information obtained is used properly

Will be of no value unless the teachers and text publishers use this information

Would be of great value since it would seem to me that these students should come first concerning this project

Will no doubt be very helpful if students are presented with texts written within their reading comprehension

Should improve their learning accomplishment

Shows what things can be done to help students before they reach a Vocational Center

Great!

Could make teaching more relevant
Help more students succeed
Create remedial programs to help more students

VOCATIONAL READING POWER PROJECT
ESEA TITLE III

OAKLAND UNIVERSITY

February 10, 1972

SUMMARY OF QUESTIONS

7. The way the information was presented at this meeting was . . . .

I enjoyed the informal, non-boring presentation

Informal and interesting

Very impressive and informative, very professional

To the point

Excellent

In some ways it should have been more awakening. I still feel that some instructors are bound and set in their present ways.

Interesting, directly applicable to my present needs.

Very satisfactory, but is not near completion

Was well done, I think both men know what they were talking about and were well versed

Interesting, concise and informative

OK - lacks in depth explanation of philosophies behind computer decision about readability choices. One needs a course in this to make this information useful.

An excellent presentation

Excellent

Effective, relevant, understandable

Very interesting in that it points out to use that text are not the backbone of a course

VOCATIONAL READING POWER PROJECT
ESEA TITLE III

OAKLAND UNIVERSITY

February 10, 1972

SUMMARY OF QUESTIONS

8. We, the Vocational Instructors, should . . . .

Look very critically at our choices of texts, type of presentations and take into consideration the reading levels of each student

Question the use of textbooks as a major learning tool until definite information is available as to readability by our students

Stress help in the area you stress in your project and should show a willingness to cooperate with your staff in developing this area

Push the readability of books in our area, and try to pull the present reading programs along with us

Check or find the reading levels of students
We should have some way (simple) of finding if students have reading problems with material that we use

Become more involved in the problems of reading
Become more informative of the criteria for selecting reading material

Support this program or projects

Back a project such as this, since it will not only help the student but should help us, as teachers, understand what some of the roadblocks are and try to correct them

Be more concerned about the range of readability levels of our students and try to be more individual in our teaching

Continue to contact and participate in the data center and availability

Help the students to develop the reading in this field

Take steps to apply all appropriate facts and information to practical situations

Be aware of the wide range of reading abilities of our students and make positive moves to help all students get the most out of the course

Summary of Questions
No. 8 (page 2)

Examine materials and methods we are using to insure our students are able to read them effectively Share this information with administrators, colleagues, etc.

VOCATIONAL READING POWER PROJECT
ESEA TITLE III
DETROIT FREE PRESS

FEBRUARY 11, 1972

SUMMARY OF QUESTIONS

1. The information presented in this meeting....

Was interesting and very imformative. The information presented was mind stimulating and aroused many questions in my mind.

Was very helpful

A lot of jargon. You are falling into the same problem you were trying to delineate.

Was interesting, however I'm sure those of us who were Vocational Education Teachers found it most interesting. I still question whether Oakland represents the entire country.

Was limited to vocational education students. This I didn't like. Why, and why you didn't do it in Wayne County?

Was very enlightening

Was helpful and informative

Helpful and informative

Was relevant to my area of teaching - vocational education

Was important. It think vocational education is extremely important these days especially with the job trend and this is a good place to initial funds.

Very interesting and stimulating

Quite technical. One wonders if your staff can bring the readability level down on some of these highly technical areas without losing expertise or craftsmanship.

Powerful and Meaningful

Was important. Should have been done years ago (even before computers). But would be even more important with general subjects.

Was interesting near the end, after the technical part

Was informative

Was quite informative and real!

Would have been interesting if I were a vocational teacher. Some conclusions however, were pertinent in a general way.

VOCATIONAL READING POWER PROJECT
ESEA TITLE III
THE DETROIT FREE PRESS
FEBRUARY 11, 1972

SUMMARY OF QUESTIONS

2. As a result of the information presented in this meeting, I am concerned about....

What really will be done in the Detroit school system before it is too late

I am concerned about the total program

Selling my superior on the idea of sending our textbooks to be reviewed in similar manner

The low reading level of such a large number of students, also how this applies to other courses in the schools

Having it done in regular classes

The readability of the textbooks I use in my classes

Teacher survey of the textbooks used

Improving the reading level of the students

The readability of the textbooks I am using

Vocational Education and the readability of ALL texts materials in all subjects and areas

The readability of my textbooks

How any of this can help my students. How can this survey help me as a teacher

Excessive spending on useless texts

1. Text choices, 2. Reading classes beyond 6th grade, 3. Schools in general

My social studies text and its readability. I may begin having children rewrite information in their own language for duplication and sharing

Reading level of my class

Children (students) and their present education and future

The possibility of a project dealing with texts in required courses ie. English, Social Studies

VOCATIONAL READING POWER PROJECT
ESEA TITLE III
THE DETROIT FREE PRESS

FEBRUARY 11, 1972

SUMMARY OF QUESTIONS

3. I think that the information and activities of this Project should....

   Should be expanded

   Be put in the Detroit Free Press for the public to read!!!

   Conduct surveys in other areas of education

   Be made available to all interested

   Help change education texts NOW

   Be sent to textbook reviewing committees!

   Certainly try to reach the junior high student with vocabulary and comprehension skills necessary to their achieving success in the area of their vocation

   Be more available to all teachers

   Be made available to all school systems before new texts are to be decided on

   Be more public, more extensive to all vocational education projects. Let teachers in all areas onto the significance of readability studies

   Be known to all teachers, especially vocational education teachers

   No recommendations

   Be recommended to the curriculum in the areas of reading in the elementary school

   Be made available to all of the Detroit area schools and textbook publishers

   Be presented in regular classes to find the results

   Be extended to other areas if funds were possible, and perhaps to other subjects

   Be widely disseminated at administration levels

   Continued in other countries and cities

   Be more widely publicized so that more educators are aware of the problems that exist

VOCATIONAL READING POWER PROJECT
ESEA TITLE III
THE DETROIT FREE PRESS
FEBRUARY 11, 1972

SUMMARY OF QUESTIONS

4. I recommend that the Project staff....

"Keep the faith" and if at first you don't succeed try, try again. Also, I would like to see something similar being done in the Detroit School system

Send literature to other school systems concerning readability formulas, namely Detroit. Please send to: Helen Thomason, Jones Elementary School, Detroit, Michigan

Keep at it

Work on whole Free Press - work on general subjects

Take the Detroit schools

Find out whether some of these vocations are too highly technical for a high school student

Publicize

Begin with overall goals and project outline before getting into the technical aspects of the project so the listener can make more sense out of the beginning presentation

Begin by reporting what they found, their conclusions... then describe how they got there. I had difficulty grasping what what this was all about at first I didn't know where they were going before I was asked to read the map

Interpret their findings so they will be meaningful to all teachers

No recommendations

Keep up the good work and expand the project to include all of U.S.A.

Call Highland Park school system and inform them of this project,

ask permission to come in and explain it so that they can decide if they would like to fund it for the system

Humanize delivery and simplify the jargonese

Send information to all superintendents and principals about this project. Perhaps they too will wise up and try to get the program started in their systems

VOCATIONAL READING POWER PROJECT
ESEA TITLE III
THE DETROIT FREE PRESS
FEBRUARY 11, 1972

SUMMARY OF QUESTIONS

5. In reviewing my own experiences, the data presented at this meeting....

Does hold true in other areas. The books that are used in some of my classes in some cases, are never opened during the semester. I depend almost 90% on my own materials in these areas.

Is for real. (I just left college) When is someone going to do something about it everywhere!!!

Enlightening and accurate from my experiences

Was true and relevant

Is true!

Vindicated me. I don't use the assigned textbook

Right one - even in second grade!!

Might have saved me a lot of reading and discipline problems

No actual experience

Provided insight into readability

Has enabled me to grasp a better insight in the difficulties in reading and how we can work toward providing or improving materials to help the students more

Was helpful

Applies with regard to vocabulary and textbooks, but what can we do

Could certainly re-inforce my case with my superior regarding textbook review

Was an excellent ideal

Is very true!! I feel that the facts presented occur every day in my daily reading activities

VOCATIONAL READING POWER PROJECT
ESEA TITLE III
THE DETROIT FREE PRESS
FEBRUARY 11, 1972

SUMMARY OF QUESTIONS

6. The effects of this Project on students at the Vocational Education Centers....

Should help their teachers get a better understanding of the pitfalls of leaning on textbooks so much

Indicate the readability of textbooks being used in centers

Seems to be very beneficial to some of the students

Helped the students evaluate their own reading ability

Has seeming potential and must become more than research... if not shared with educators to actually help change the situation it is a waste of effort and money

Should help and make their experience more worthwhile

Should make it more realistic

Change their materials

?

?

Should be very rewarding if people really follow through

VOCATIONAL READING POWER PROJECT
ESEA TITLE III
THE DETROIT FREE PRESS
FEBRUARY 11, 1972

SUMMARY OF QUESTIONS

7. The way the information was presented at this meeting was....

Well planned, supplemented with a lot of material to keep. (excellent proof)

Understandably brief, but well-presented and interesting

OK, although I don't like repetition of material written down. Only very brief highlights

Logical and clear

Commending

Excellent

Somewhat confusing until the project goals and outline were understood

Fine, but a brief summary of what the statistics proved first would have helped me follow the information through

Unclear at first, but later fell into place

Informative

Excellent, very informative and rewarding

Visual and oral presentation in a "nutshell"

Rather technical, perhaps because it seemed so far from my field

Jargonese. Some was clear. Stop with these kinds of questions.

Was very good with the time involved

Excellent!!! I only wished that more time was available so that the subject matter could have been dealt with in more depth

VOCATIONAL READING POWER PROJECT
ESEA TITLE III
THE DETROIT FREE PRESS

FEBRUARY 11, 1972

SUMMARY OF QUESTIONS

8. We educators should....

Always try new ideas and techniques

Try to get more information of a clear enough nature so we could sell our superiors on text review

Be allowed to work out of the set course and be provided with materials which apply to "our" students' needs, also use of the open class room at the high school level - (Humanities) - decide where our students are when they enter and then move on

Have access to more information of this type

Work more in order to provide a program for the progress and growth of the children

I am concerned about what should be done and where we should begin. Do we teach better reading skills, or do we improve the readability of our textbooks? Or a combination of both?

Be more aware of readability sampling

Request the presentation for all teachers

Evaluate our classroom vocabulary and textbooks

Pass this information on and insist on changes in reading and texts

Consider our texts carefully in the light of readability. Use tools to gauge material for vocabulary teaching etc.

Be more aware of the materials available concerning these surveys

Get ourselves together, so that we can get our children's minds together

Have more choice in textbook selection so that we can stop the tremendous waste of money on books that we know are unreadable for the grade level being taught

VOCATIONAL READING POWER PROJECT
ESEA TITLE III

VOCATIONAL EDUCATION AND
CAREER DEVELOPMENT SERVICE

March 6, 1972

Summary of Responses

1. The information presented in this meeting....

Helped me to understand the insufficiency of text materials

Was informative and important to personnel development

Was informative and shocking to say the least

Was a) well organized, b) delivered in a manner that was easily understood, and c) showed evidence of a great deal of in-depth study

Was revealing and very informative

Well presented

Provided a new slant on the kind of students enrolled in area vocational centers

Most informative, exciting

Was extremely interesting and significant for educational planning

VOCATIONAL READING POWER PROJECT
ESEA TITLE III
VOCATIONAL EDUCATION AND
CAREER DEVELOPMENT SERVICE
March 6, 1972

Summary of Responses

2. As a result of the information presented in this meeting, I am concerned about....

Next steps for correcting the situation

Training teachers to meet this need

Development of meaningful dialogue with publishers to begin to get the wheel in motion for wholesale review

a) The need for more concern relating to the grade level at which textbooks are written in the area of occupations
b) Lack of appropriate or useable materials within many texts

Reading levels of how we can individualize materials in vocational education to correspond with reading levels of students

Text publishers

The kind of texts and reference materials used in all vocational classes

Requiring school to prepare performance objectives based on text materials

a) The amount of emphasis given to textbooks by instructors coming from business and industry
b) The performance level of students trying to read materials beyond their reading level

VOCATIONAL READING POWER PROJECT
ESEA TITLE III
VOCATIONAL EDUCATION AND
CAREER DEVELOPMENT SERVICE

March 6, 1972

Summary of Responses

3. I think that the information and activities of this Project should....

Be given wide exposure

Disseminated and result in program changes

Once finalized, be widely disseminated

Result in the development of instructional materials that are more appropriate and useable by both the instructor as well as the student

Be expanded to test out materials in additional areas and provide in-service education to vocational staffs

Continue

Be made available to all vocational directors and others in leadership positions

Be shared with State Board via Vocational Education and Career Development Service and to schools

Receive careful consideration by all educators involved. This cannot be ignored or "swept under the rug".

VOCATIONAL READING POWER PROJECT
ESEA TITLE III
VOCATIONAL EDUCATION AND
CAREER DEVELOPMENT SERVICE

March 6, 1972

Summary of Responses

4. I recommend that the Project staff....

Continue to disseminate the information and contact other appropriate agencies to force, if necessary, publishers to become accountable

Prepare strong documentation, then request funding to open up meaningful dialoque for dissemination and further analysis as suggested

a) Explore the possibilities of providing more instruction through use of various types of media in addition to texts
b) Work with publishing companies to the end that textbook readability will be more in keeping with the students' reading ability

Continue to develop and refine data

Get the word out

Enter discussions with VECDS. relative to extending project via options

VOCATIONAL READING POWER PROJECT
ESEA TITLE III
VOCATIONAL EDUCATION AND
CAREER DEVELOPMENT SERVICE

March 6, 1972

Summary of Responses

5. In reviewing my own experiences, the data presented at this meeting....

Pins down in a concrete way some of the reading deficiencies and appropriateness of material we could not prove before

Caused me to realize that too little thought is given to the nature of educational publications used in our schools

Reinforced some of the opinions I've had regarding vocational education texts

Confirms what I believed to be true in terms of the readability of the texts available

Seems impossible

Supports what I have expected for some time, but goes far beyond

Was a reinforcement for what I had faced as a teacher without scientific evidence

VOCATIONAL READING POWER PROJECT
ESEA TITLE III
VOCATIONAL EDUCATION AND
CAREER DEVELOPMENT SERVICE

March 6, 1972

Summary of Responses

6. The effects of this Project on students at the Vocational Education Centers....

Will be far reaching if leadership acts to implement changes indicated

Would be tremendous if carried out completely

Has many implications for principals or vocational directors

Probably none, unless someone can reach the publishers

Should be tailor materials and texts to student reading levels. Secondary reading specialists should be considered as a part of the total instructional staff.

Should result in textbook changes and guidelines for the development of instructional materials that are geared to the ability of students

If you can get this accepted at the operating level, should provide for serious introspection

Remains to be seen. What will you do?

Should be great

VOCATIONAL READING POWER PROJECT
ESEA TITLE III

VOCATIONAL EDUCATION AND
CAREER DEVELOPMENT SERVICE

March 6, 1972

Summary of Responses

7. The way the information was presented at this meeting was....

Well organized, well done

Fair to good, needed more coherence

Very effective and showed that much care and thought has gone into the planning and development of the entire project

Good

Informative, but a little rambling. Too much data to digest at one time

See item #1

Good

Appropriate and well done. We needed more time

Effective

VOCATIONAL READING POWER PROJECT
ESEA TITLE III

VOCATIONAL EDUCATION AND
CAREER DEVELOPMENT SERVICE

March 6, 1972

Summary of Responses

8. We educators should....

Study findings in detail, decide what is to be done, and develop a plan of action

Hear what you are saying

Give consideration to the next steps so that work done to date will not go on the shelf without improving our work with students

Develop appropriate materials

Expand this type of study and develop ways to increase students reading levels

Consolidate our efforts in working with publishers and others which will result in the development of a variety of instructional materials that serve as effective "tools" for both the teachers and the students

Take this information to heart and make necessary changes in our methods of teaching, development of curriculum and resource selection

Get behind efforts to correct the situation

VOCATIONAL READING POWER PROJECT
ESEA TITLE III
SPECIAL EDUCATION AND SPECIAL NEEDS
NORTHEAST OAKLAND COUNTY VOCATIONAL CENTER

April 17, 1972

Summary of Responses

1. The information presented in this meeting....

Was shocking! The gap between student's ability to read and the level of the material surprised me.

Was "eye-opening"!

Excellent, most informative

Was most informative and well done

Was very informative and quite shocking

Is meaningful and directly relates to reading problems we face in vocational education programs at all levels

Was very informative and pertinent to the general school population, but not at all germain to Special Needs students

Was very thought provoking

Very concise

Very useful

Was fast, but the visual aides made it very clear

Was exciting and interesting

Book readability and student population

VOCATIONAL READING POWER PROJECT
ESEA TITLE III

SPECIAL EDUCATION AND SPECIAL NEEDS
NORTHEAST OAKLAND COUNTY VOCATIONAL CENTER

April 17, 1972

Summary of Responses

2. As a result of the information presented in this meeting, I am concerned about....

How we can reduce this gap to assist our students to learn more

The degrees to which printed materials are employed in our educational programs

Textbooks used, but more importnatly reading abilities of students

A practical means of producing appropriate materials for the generally lower reading population (Special Needs Students) with which I personally am concerned

The best and proper usage of the texts being used in Area Vocational Centers and changes made where appropriate.

Any reading material that I might have occasion to assign to an individual

Readability levels of materials used directly with Special Needs Students - primarily retarded and borderline retarded

The lack of emphasis our educational systems place on reading development

Presenting meaningful material at the students' reading level

Aligning textbook readability with students reading ability

Reading ability of vocational education students

The level of the textbooks used by my students

Hearing more, learning more, and seeing this done in every state and for every type of book used K-12

Book Readability

VOCATIONAL READING POWER PROJECT
ESEA TITLE III

SPECIAL EDUCATION AND SPECIAL NEEDS
NORTHEAST OAKLAND COUNTY VOCATIONAL CENTER

April 17, 1972

Summary of Responses

3. I think that the information and activities of this Project should....

Continue

Be expanded to "General Education" activities as well as the Vocational Education field

Be used as a device to substantiate the need for further action in this area

Be presented heavily to the educationally concerned professionals, politicians and possibly most important to the general public for purposes of putting appropriate pressure where needed for a change in reading level of textbooks

Be made available to Area Vocational Education Centers' teaching staffs and appropriate guidelines established in choosing appropriate reading instructional materials

Be presented to all areas of public education

Be made available to all educators

Be given backing and should be aimed at implementing a worthwhile and comprehensive developmental reading program K-12

Reach publishers as soon as possible

Be continued and expanded

Be used in cooperation with textbook publishers, to publish more appropriate texts

Be applied to all areas, not only vocational classes

Be refunded and expanded

Be continued

VOCATIONAL READING POWER PROJECT
ESEA TITLE III

SPECIAL EDUCATION AND SPECIAL NEEDS
NORTHEAST OAKLAND COUNTY VOCATIONAL CENTER

April 17, 1972

Summary of Responses

4. I recommend that the Project Staff....

Seek two courses: (1) provide in-service to vocational instructors, to improve student ability to handle the material. Also alert "General Education" as to the problem, so that reading instructors could be strengthened from K on. (2) work with publishers to develop more realistic reading levels in their texts

Be expanded to give the instructors more in-service training and/or direct assistance in the preparation of instructional materials

Continue to make this type of information available to local school district personnel as well as state.

Continue their fine work, we need their input

Be commended for an outstanding job

Continue and expand their efforts

Be commended

Continue these presentations

Should be doubled

Be concerned with Special Needs Students at Vocational Centers, mentally retarded, drop-outs....

VOCATIONAL READING POWER PROJECT
ESEA TITLE III

SPECIAL EDUCATION AND SPECIAL NEEDS
NORTHEAST OAKLAND COUNTY VOCATIONAL CENTER

April 17, 1972

Summary of Responses

5. In reviewing my own experiences, the data presented at this meeting....

Special Education - book should meet the student

Was very relevant

Was very useful

Enlarged my understanding of the problems in this area

Further strengthens what I have learned regarding reading levels of textbooks

Coinsides with my own assessment of the reading abilities of high school students and much of the text required

Is extremely valuable

Establishes an insight into some of my past teaching experiences

Is not too surprising, changes in instructional techniques need to be discussed regarding regular as well as vocational education

Supports personal suspicions concerning text readability

Is not that surprising, however, it reinforces a definite need

Were very interesting!

Supports in part, my concern about knowledge input or delivery systems

VOCATIONAL READING POWER PROJECT
ESEA TITLE III

SPECIAL EDUCATION AND SPECIAL NEEDS
NORTHEAST OAKLAND COUNTY VOCATIONAL CENTER

April 17, 1972

Summary of Responses

6. The effects of this Project on students at the Vocational Education Centers...

   Will enhance the learning/instructional process

   Should be beneficial

   Should be most positive

   Hopefully will ultimately result in the development of materials and texts at their reading levels

   Could be wide-spread and extremely beneficial if properly implemented

   Cannot help but be positive if local administration and teaching staff want to hear what must be done

   Would be very valuable in both the quality and quantity of their learning

   Probably will be little until support at local levels can be gained for appropriate instructional materials selected

   Will depend upon publication of information and support

   Will be positive if the future objectives are pursued further

   Should be significant once the teachers (and students) are able to employ the materials that are produced and implemented

   Will be positive and helpful over time

VOCATIONAL READING POWER PROJECT
ESEA TITLE III

SPECIAL EDUCATION AND SPECIAL NEEDS
NORTHEAST OAKLAND COUNTY VOCATIONAL CENTER

April 17, 1972

Summary of Responses

7. The way the information was presented at this meeting was....

Very well presented
Excellent
Excellent
Excellent
Very concise
Excellent
Very good
Easily understood
Very effective
Excellent
Adequate
Excellent!
Excellent

VOCATIONAL READING POWER PROJECT
ESEA TITLE III
SPECIAL EDUCATION AND SPECIAL NEEDS
NORTHEAST OAKLAND COUNTY VOCATIONAL CENTER

April 17, 1972

Summary of Responses

8. We, the Vocational Instructors, should....

Be concerned with materials used at the centers

Encourage others to hear this presentation

Make some changes

Be aware of this information and consider its implications for Special Needs Students

Support the Project Staff in any way possible

"Try Harder" like Avis!

PRESENTATION AT:

SOUTHEAST OAKLAND VOCATIONAL
EDUCATION CENTER

April 18, 1972

Summary of Responses

1. The information presented in this meeting.....

Was very interesting.

Interesting, but some figures do not equal your conclusions.

Was very informative.

Was interesting - it seemed to make facilities at Oakland Schools more oriented in our fields.

Made me aware of the wide range of individual differences in reading ability. Showed that the students compared favorable with students in all other programs. Found that the Food Service textbook that we selected with just personal judgement was found to be appropriate to reading level of students as a result of this Reading Power Project.

Was devastating. I had not fully realized the reading problems my students obviously have. I suspect I may be guilty of assuming they were somewhat lazy in completing reading oriented assignments. They were understandably confused.

Well prepared and informative.

Interesting, informative.

Was interesting and valuable.

Was very interesting but not too surprising.

Was informative but did not pertain to our courses. We do not have textbooks and rely on general usage books.

Well organized and to the point.

Most enlightening!

2. As a result of the information presented in this meeting, I am concerned about.....

The deductive reasoning put into these activities.

My useage of big owrds assuming that every student knows the meaning of them. Will have to elaborate more.

Getting too literary regarding the course you teach and not leaving enough time for the actual doing.

2. (continued

Preparation of instructional materials. Development of course manual. Development of methods of evaluating student learning in the affective and psyco-motor domains with written tests.

Finding their reading level and altering my assignments and lectures to meet that level - and hopefully help improve it!

Textbook reading level and Remedial Reading help.

Readability of all instructional materials and my tests.

How to be more effective with my textbooks.

The wording I use on handout material and tests. Do students understand?

Reading levels in Vocational centers.

Obtaining good readable texts.

The reading ability of my students and its effect regarding the passing of tests; particularly their State Board Exam.

3. I think that the information and activities of this Project should.....

Help me to see how my students are doing.

Continue, but more communication should be given between the Reading Power Project and Vocational staffs.

Provide the high schools with it if they don't already receive it.

Be of invaluable use to us.

Define in more exact terms, through vocabulary, exactly what a particular reading level entails. Ie. for example - is there a vocabulary study that would be comparable to a Roget's Thesaurus with grading of reading levels?

Be spread louder and longer to all phases of education.

Be continued and expanded for more depth into more programs.

Also cover book content.

Be expanded to all schools.

Be continued.

3. (continued)

Continue in areas they now work in.

Help make our classes more effective.

4. I recomment that the Project staff.....

Let students know why they are taking these tests. Some feel it is a waste of time.

Try not to get it all too complicated.

Develop format for written instructional and evaluation materials. Information Sheet, Job Sheet, Work Study Sheet, Tests or Evaluation Sheets, etc.

Continue with this project and also solicit the help of the instructors.

Continue with their work, with more P.R.

Continue good work. Put out a list of recommended textbooks.

5. In reviewing my own experiences, the data presented at this meeting.....

Seemed to enhance my own opinions regarding reading problems.

Confirms the experiences I've had.

Will make me explain to students, the information in books, pamphlets, or handouts.

Was true.

Was interesting and informative.

Was very enlightening.

Was devastating. I had not fully realized the reading problems my students obviously have. I suspect I may be guilty of assuming they were somewhat lazy in completing reading oriented assignments They were understandably confused.

Confirms and documents my judgement of student reading ability.

Left my head spinning. It's too bad we couldn't have more time so the whole thing wouldn't have been so fast.

5. (continued)

Will be useful to me in presentation development for next school year, if I can get an input on my basic reference book.

Left me walking away with a great many questions, mainly due to the quickness of the meeting.

Could help me make up my mind to a lot of things about the class.

6. The effects of this Project on students at the Vocational Education Centers.....

Should be interesting.

Would hopefully get the home schools to improve reading ability of their students as well as improve the books.

Should help in the selection or preparation of texts.

Perhaps better explanation of course material. Perhaps encourage them to read.

Should help teachers and students.

I hope will have a big impact and before too long.

Made me very conscious of our reading level problems.

Is rather dubious at the moment but could have a fantastic effect on their total reading level. Part of any education is getting the interest of the student. If I can "hook" that student with architecture I may improve his total reading habits through his interest.

Many students object to testing - just because they don't like to read.

When it hasn't gone into effect it is hard to tell.

Should help the staff to upgrade the students' vocabulary as well as their comprehension.

Is yet to be determined.

7. The way the information was presented at this meeting was.....

Right to the point and a welcome change.

Excellent, but lacked enough time.

Quick but concise. We believe in brevity.

Excellent, enjoyable, informative.

7. (continued)

Very good.

Great.

Very professional.

Necessarily concise and to the point. The essence was delivered without flights into superfluous prose. Less is more! Bravo!

Well organized. Concise. Relevant.

Seem well organized.

Adequate and well planned for the time allowed.

Well organized, but little time was given to ask questions.

Very fast and interesting.

8. We, the Vocational Instructors, should.....

Consider ourselves lucky to have the benefit of your work.

Cooperate fully with this staff.

Have more concern in the selection of reading texts and materials.

Review data, perhaps have more reading even though we are not English teachers - perhaps games concerning reading. Emphasize importance.

Use this information.

Get help from the reading people.

Be able to work with you and cooperate in this project.

Be indoctrinated by this staff toward a means of communication with our students at their respective levels. I see only one danger - the tendency to talk down. If we could find their level and help raise it (as mentioned in item #6) we could improve their comprehension of life, as well as our particular subject.

Have more release time or extra time for development of instructional materials.

Have time made available to us so we can get to Oakland Schools so that we can use their facilities.

Use this opportunity that you offer.

VOCATIONAL READING POWER PROJECT
ESEA TITLE III

OAKLAND COUNTY VOCATIONAL
ADMINISTRATOR COUNCIL

April 21, 1972

Summary of Responses

1. The information presented in this meeting....

    Was extremely enlightening and very well summarized

    Was very good and should be followed through and given to more people

    Was very good

    Was what has been needed for many, many years - to help with reading for the vocational student and others

    Well done and informative

    Well organized and documented

2. As a result of the information presented in this meeting, I am concerned about....

    Lack of readability and the need to do something about it

    Just what are we going to do about it, and how?

    The students in our system. Your report points out that much work needs to be done in this area. Start with bringing teacher up to date about your findings.

    What comes next - what can we do as vocational educators?

    Reading becoming the main thrust in a vocational direction

    Reading level of vocational texts used

VOCATIONAL READING POWER PROJECT
ESEA TITLE III

OAKLAND COUNTY VOCATIONAL
ADMINISTRATOR COUNCIL

April 21, 1972

Summary of Responses

3. I think that the information and activities of this Project should....

Be shared with all aspects of education

Be given to all local School Boards

Be used to improve and enlighten teachers so that they are better equipped to really help students

Be presented to more key people in both vocational and general educators

Be highly publicized and disseminated to prove the ineffectiveness of written material

Be shared with other vocational teachers in workshop in-services

4. I recommend that the Project Staff....

Pursue their findings and make all aware

Be extended to go in the public schools

Develop work conferences for the regular classroom teacher for all of the teachers in Oakland County, not just in the vocational education centers.

Do more in the area of general education K-12

Continue with a thrust toward pictorial, chart, drawing and visuals in organized printed form for "hands on" support

Share findings with administrators, teachers, etc., recommend and follow through to improve techniques at centers

VOCATIONAL READING POWER PROJECT
ESEA TITLE III

OAKLAND COUNTY VOCATIONAL
ADMINISTRATOR COUNCIL

April 21, 1972

Summary of Responses

5. In reviewing my own experiences, the data presented at this meeting....

    Confirmed my premises

    Was confirming

    Was most helpful to me as a vocational educator in helping my staff with material selection

    Is well known and I am in agreement with it. You now have the facts. I hope you use it to better education

    I thought I knew, but didn't have it in print

    Reinforces my feelings

6. The effects of this Project on students at the Vocational Education Centers....

    Make their experiences at the centers more realistic in a world of reading

    Could be of much help if it comes about

    If used properly, will help the individual students

    Should help them and the instructors understand reading problems

    Has to be positive - degree will depend on direction of corrective thrust

    Depend on follow up and recommendations of staff

VOCATIONAL READING POWER PROJECT
ESEA TITLE III

OAKLAND COUNTY VOCATIONAL
ADMINISTRATOR COUNCIL

April 21, 1972

Summary of Responses

7. The way the information was presented at this meeting was....

Very well done

Excellent

Well done

Very good

Very good and more people should be included

Excellent

8. We, the Vocational Instructors, should....

Continue to emphasize the importance of the ability to read

Sit down and go over this thing and do all we can to follow through with this and do away with all types of books

Use your findings to improve Vocational Education. It enables us to document our policy

Keep in direct touch with you and your staff to help this project to completion

Push for the measures of support material as stated in Item #4

Examine texts

VOCATIONAL READING POWER PROJECT
ESEA TITLE III

Michigan Industrial Education Society
44th Annual Convention

April 28, 1972

Summary of Responses

1. The information presented in this meeting....

Was very informative

Agrees with my views of many of the books we are currently using

Enforced what I have felt for some time concerning printed texts

Factual and informative

Excellent

Was interesting and informative

Very good

Very informative, quite revealing

Was current about reading levels and readability of texts in vocational programs in Oakland County

Very informative and helped me become aware of problems

Very important concerning the selection of texts for students - to require students to read that which they cannot, simply will cause frustration and the results are common

Interesting, informative, pertinent

Evaluation of books in relation to readability of the students

Was interesting and I understand a little better what reading is all about in the vocational classroom

Was interesting

Was very informational and we can use this information in a new senior high school reading center

Is good

Interesting

Is not only interesting but quite informative - I fear your team has raised a concern (out in the open) which many have raised in private - I'm pleased to see this reading issue so nicely described

Summary of Responses (continued)

1. The information presented in this meeting....

   Was excellent, very well organized

   Is information that is basic to educational success. Thank God for computers - it is proving what some of our poor brains have known for some time. Our thoughts couldn't be accepted as evidence that was reliable.

   Was very interesting

2. As a result of the information presented in this meeting, I am concerned about....

Our reading problems in our high school IA courses

The readability of the books used in my program

The information getting to the people who can do something about text readability level

Vocational programs in terms of success

Determining quickly the reading level of my community college students

Selecting materials for my own university students

Better textbook selection

Textbooks - the proper grade level application

Our own textbook selection

My text used and its grade level readability , also, to some degree, the readability of my students

Why publishers do not take this into account and also why texts are selected without regard to this

The textbooks we will be using at our center

The level of textbooks I am using

How I am presenting my classroom materials

The future development of a list to identify words per their grade level readability

The reading level of the textbook I use

Checking with the readability of the textbook I am using. It is used in your information here

The reading ability of students

That the computer hold out

Whether our school system is preparing youngsters properly in the lower grades, relative to reading, also, have I in the past, contributed my share? Could I have done more to foster better reading habits?

It being crowded into too little time. How can you be sure that all persons at the meeting were able to understand all aspects of this fine presentation?

The additional population that we must consider as mandatory legislation comes into effect.

Should vocational education courses improve a student's reading ability?

3. I think that the information and activities of this Project should....

Be of help in making our texts more readable to our students

Be continued to include books in publication now and those technical materials about to be published before they are put on the market

Should be made available to textbook committees of school districts

Be expanded with the authority to implement some or all of the findings

Further publicized and used

Become a function of the State Board of Education and provide as a service to each school system within Michigan

Be used statewide

Be made available for other school districts and expanded to all areas of school subject matter

Instructors, writers of textbooks and publishers

Be made more available to publishers and teachers in considering of basic texts and grade levels used

Be presented to more teachers more often

Be expanded and made available to all schools

Be all over the state where the books do not overlap

Be sent to the publishers and authors of texts reviewed

Be presented to teachers statewide

Be expanded

Help students to learn better and have maybe a better self immage if he can read and do the work of his level

Distribute to all industrial educators and school administrators in this state

Summarized and publicized for school systems

Be done for more books and then made available to recent authors, publishing firms and other significant groups, PTA etc. and administrators

Be reported to administrators and supervisors throughout Michigan

Be expanded and made available to all teachers, administrators, etc. - who are concerned with vocational education - all educators in fact

Be fed back to publishers, and through them to authors

4. I recommend that the Project staff....

Visit our high school in the near future and give this presentation to our staff - phone 699-2162

Continue with this project to even further refine their methods of evaluation

Be commended and allowed to continue

Be expanded to provide a coherent program for all 30 high schools that feed the vocational schools and to render service to the high schools

Be complimented and should continue their work

Make every effort to make your information available through a slide tape presentation or other suitable media

Condense their hand-out material

Get this material out to school systems and publishers

Keep working to bring publishers to see the need for readability on texts published

Follow-up and open large lines of communication with all facets of teacher training and technical educators

Continue and expand the study

Release information to interested people

Be hired to perform readability analyses of textbooks state-wide

Try to classify material by the three steps mentioned by the vocational educator (Cerny) instructional, and frustration

Continue to work and feedback the information to the public and book companies

Determine reading levels of people presently employed in occupational areas for which textbooks and reading materials are desired. Determine reading levels of instructors in their areas

Continue their efforts on an expanded and, if pondered, on the national level!!

Work closely with those teaching the methods and material courses being taught by our various universities to to prepare and upgrade teachers

Be adequately funded and supported in this research

Publish lists of words with I.D. as to span of reading level. Study reading difficulty of introductory topics vs the following topics of that sequence

5. In reviewing my own experiences, the data presented at this meeting....

Is very important

Is reliable

Was presented in a most professional manner

Will make me, as it should, think three times, as I am involved in selecting texts for instruction

Matches opinion in some area

Is reasonable

Can help me to make sure that any new books ordered will be within the reading ability of my students

Is correct

Is 13 years too late for the sake of about 1,390 ex-students

Is partly true

Sounds as if the data is accurate

Is very germain to my activities in teacher training

Will help me become somewhat more conscious of the problem of readability for students and text level

Was interesting

Is no doubt true, our students are below their grade level in reading

Similar to my own problems for selection of textbooks that meet needs of all students

Would have been very useful to me when I was teaching junior and senior high school

Confirmed information I have previously heard in less detail

Was factual and parallels my experience as an instructor

Helps to back up my own views on the value of much of our technical material

Is going to help me in presentation of material in my drafting program

6. The effects of this Project on students at the Vocational Education Centers....

Should impart "counseling" or guidance for entry

Might well be tremendous - If we take the information and made adequate use of it in writing texts and also as a result of this study, look more closely at our students, perhaps then we can more adequately meet the needs

Will become most effective

Will probably be applicable all over the nation, the real proof is can "our kids" use the books, if not let's get different books

Could be devistating to all, books should never be below students reading level

Will allow the students to be able to read at their ability and still learn

Should cause change to help them

Is one step in the right direction toward presenting text material students can use

Means that some adjustments in our curriculum K-12, should be made

Should help them very much

Should help in textbook selection

Will no doubt help students through the difficulties they may experience while reading texts, providing of course the information and statistics are valid

Should bring about changes to make materials match the level of the students

Is still an unknown but could become useful

Hopefully, development of more appropriate text materials, or improvement of student's reading skills

Should prove of benefit to future students

Are to get students to be better qualified when they try to sell their skill later on in life

Should increase the chances of success

Should be of use if instructors involved will use the information available

Shows that much of their instructional material is too difficult for them to comprehend

Should have a profound influence

7. The way the information was presented at this meeting was....

Excellent, but very fast

Really too fast, but the critical need for this information motivated us to attend well and benefit from this presentation

Excellent!! 5 stars *****, that's tops

OK

Too much statistics, should cover more research method in this project

Very good

Good, but too many words and papers without more or better visuals, it is hard to follow

Very good

Good and well planned, easy to follow

Project oriented

Good, but brief

Very interesting and effective, very well organized - handouts are excellent

Good and meaningful

Effective

Very good

Good

Very helpful. The systematic method of presenting the materials by going through lack of the handouts involved each individual

Excellent

Too long! A brief outline and discussion session would have sufficed!

Rushed, for material covered, but a good job

Quite clean, and helped me to make the decision to ask for studies of much of my own technical material

Interesting, it's a pleasure to listen to three men with such knowledge of their subject

Summary of Responses (continued)

8. We educators should....

Encourage this type of research

Look more closely at the students needs and cooperatively teach to his needs. If we supportively teach to the child's needs, most children could learn

Know much more about this timely subject

Be more careful in our relationships with books; as each can apply to instructional situations

Continue to help the students that need the help in their reading and studies as well as the subject matter taught

Listen to the student's complaints more with open minds, maybe their complaints are not so far off

Demand better books in relation to grade level

Look seriously at textbooks used

Ban together and demand texts that meet the needs of students (after validation results as published) also develop program for students who are not well prepared in reading

Keep working toward getting materials for instruction that will fit our students level

Have more of this type of information put in our hands

Reveal the results of this study to local school administrators for future educational goals

Can use your service

Continue our efforts in this field

Heed

Be provided with more resources and services for improving students' chances of success in the vocational programs!

Avoid when possible, the purchase of inadequate texts, better evaluate texts to be purchased

Demand some type of study on a book before even considering it for use in our programs whenever possible

Make use of your experience and knowledge - Would it be possible to run readability tests on our complete high school program?

VOCATIONAL READING POWER PROJECT
ESEA TITLE III
Mississippi State College For Women
June 14, 1972

Summary of Responses

1. The information presented in this meeting.....

   Was very interesting and what I have wanted educators to say. You have begun a move that I hope will continue.

   Very timely and informative.

   Suggests that secondary schools are very much out-of-tune with the needs of their students.

   Was very informative in pointing out the need for a reading program on the secondary level.

   Was extremely interesting and provoking.

   Was very interesting and informative. Although I have long suspected that the vocabulary problem is the major problem, I find it interesting to find my theory substantiated.

   Brings to light problems I had always felt were there, but the study makes it clearer and seem more important.

   Was very informative and helpful - it has essentially backed up my feelings and experiences with the reading problems in vocational education.

   Will be most helpful in improving vocational education and technical education in our system.

2. As a result of the information presented in this meeting, I am concerned about.....

   Becoming more informed myself on vocational subjects that will help me in being a better teacher.

   The vocabulary preparation of the secondary students, also the pre-judgement of vocational education centers, misconceptions we have had.

   How textbooks are selected and who selects them.

   Methods of having these techniques applied to other areas.

   Textbook and teacher selection.

   Textbooks; that is, the vocabulary used in textbooks is too difficult in all books.

2. As a result of the information presented in this meeting, I am concerned about.....

   The reading level of the textbooks children are expected to read and understand.

   Some of the important factors in reading abilities that I have virtually overlooked, for example the "general vocabulary."

   The textbooks used in our own vocational-technical classes.

3. I think that the information and activities of this Project should.....

   Be distributed to many other school districts over the U.S.A. and hope it all may be used effectively.

   Be forwarded to publishers as was planned and hope they utilize the information for better planning.

   Be shared with secondary teachers and administrators on a nation-wide basis. Also make content area teachers think about objectives of their course.

   Be presented to these in an official capacity so that the project might be initiated into the curriculum.

   Be included in college level courses which produce vocational teaching and administrative personnel.

   Be made available to more groups of people so that some action might be taken.

   Be made available to as many schools as possible.

   If possible, be made available to more school systems, especially the State Department of Vocational Education. Maybe this would lead to something which would help lessen the problems.

   Be published and made available to all.

4. I recommend that the Project staff.....

   Be invited to return again to give us more assistance and relevant information.

   Also assess readability of literature and other types of reading (if funding were available). Make recommendations.

4. (continued)

Expand to other areas.

Require writers to work with teaching staff in preparation of material.

Keep up the excellent work they are doing - the information really make you (me) aware of problems which we have overlooked for too long a period of time.

Continue this very important work.

5. In reviewing my own experiences, the data presented at this meeting.....

Helped me appreciate and understand better the many problems of teachers in all subjects that involve reading problems.

Reinforces my feeling that reading is important in elementary and secondary, in building skills and vocabulary.

Seems to bear out what I had already suspected.

Will be very helpful; it has made me more aware of the dependence that we as teachers have on the textbook without exploring the reading level of the students involved.

Was highly thought provcking with respect to the general curriculum as well as the material.

Has made me aware of many things I should have consentrated on more, but I have ignored them on the assumption the students "knew these things."

Makes sense and needs careful consideration.

6. The effects of this Project on students at the Vocational Education Centers.....

Should be encouraging and proof of more study on these urgent needs.

Should be beneficial for texts etc.

Should be of help in aiding them in comprehension.

Should cause a general reconsideration of material selection procedures.

6. (continued)

Will hopefully help eliminate some of their reading problems. There again, I don't think this can be successfully accomplished until the instructors are made aware of them.

Should assist students in better learning experiences.

7. The way the information was presented at this meeting was.....

Very effective and helpful. Thanks for all the work and expense involved in making all these preparations.

Excellent.

Logical, effective, unbiased - objective.

Outstanding.

Excellent and well thought out.

Stimulating. I particularly appreciated the written reports and tables which accompanied your lecture.

Better than in any other way I have ever experienced. It was presented in an informal manner which made you feel free to ask questions. I also like having the information printed before me, the comprehension is far greater.

Very good.

8. We educators should.....

All be more dedicated to our profession and willing to learn the best and most effective methods.

Practice what we preach!- (Individualize learning.)

Accept this information and apply it to each area of work.

Constantly evaluate criteria used in material selection with a view to appropriateness.

Emphasize to citizens in the community and school leaders the need for textbooks in which vocabulary and texts are better mated.

Be made more aware of these problems and how, essentially, we are creating them.

Take advantage of such advice.

VOCATIONAL READING POWER PROJECT
ESEA TITLE III

UNIVERSITY OF GEORGIA
33rd Annual Georgia Reading Conference

June 21-24, 1972

Presentation Comments

1. The information presented in this meeting....

Has been very interesting to me because it points up a personal opinion that I have had for some time about the readability of many of the textbooks used in the public high school.

Was most interesting

Was what I expected to hear, based on prior information, should be made available to curriculum committees of vocational schools

Was well organized and enjoyably presented

Confirms a feeling that I have had for years, that materials available to the classroom teacher frequently are not appropriate, therefore, the teacher must determine the readability of his own materials and make appropriate adjustments

Was informative

Factual - very interesting and highly beneficial

Was valuable and interesting, as well as applicable to many areas besides vocational education.

Answered some questions

Will be helpful to our Industrial Arts personnel

Gives statistical facts that teachers using materials that have a readability level above student readability level face an impossible task, unless they use additional materials

Has been informative concerning studies in the relationship of reading ability to vocational courses. Too much time was spent in explaining statistics and the way the study was conducted. The symposium did make me more aware of the disparagement of the reading ability and the text; however I was aware of this but not to such a great extent. I still feel as if I did not obtain very many ideas that I could use in my classroom, especially compared with last year.

1. The information presented in this meeting....

   Is of great value to those who are involved in planning or administering or teaching vocational courses. It is equally valuable to teachers in regular schools and to those who may influence purchases of books

   Has been very informative, in that I wasn't aware of some of the instructions that are given in the Vocational Reading Power Project

   Was very interesting and informative

   Was very informative and enlightening, complete and very interestingly presented

   Was very interesting and helpful

2. As a result of the information presented in this meeting, I am concerned about....

   The fact that the materials available for the average classroom teacher to select from do not indicate accurately the reading level of the materials within, publishers should give correct information on this and the method by which they arrived at their conclusions

   Getting the program deck for the D-C readability program

   Getting the readability information to my school system

   Methods of dealing with reading in the contest area

   This type of information being passed on to those administrators responsible for selection of classroom materials

   Its use to evaluate kinds of materials we are developing

   Readability levels of texts used in my school and neighboring Voc-Techs

   Selection of instructional materials with regard to the reading ability of the students

   Reading level of textbooks

   The reading levels of texts presented

   My own situation in teaching English 10. Fundamental English students must be given high interest easy level books in order to have any success. Even Intermediate students need new books because the present text is too difficult

2. As a result of the information presented in this meeting, I am concerned about....

   Publisher's advertisements for the reading levels of books, helping students to learn to read better the dispargement of reading level of students and books

   The problem of readability in textbooks used by voc-ed facilities in my home area, as well as readability of materials used in my own course in the standard high school curriculum

   Other methods for helping to get the subject matter teacher informed and concern about the readable formula for teaching reading

   Vocational Reading Power Project

   Teaching (elementary teacher) the child to attain the reading level that he might be able to take the vocational training

   All textbooks used in all areas

3. I think that the information and activities of this Project should....

   Be helpful in getting the textbook material on the students' level

   Be written for journals in reading and adult education

   Be widely disseminated

   Be disseminated in professional journals as well as in meetings

   Make clear to all teachers and administrators - and perhaps all tax paying citizens!

   Be developed more fully

   Be shared with higher levels within the Georgia State Department of Education

   Be presented to various state agencies responsible for textbook selection and perhaps expanded beyond the area of voc ed

   Be reported to state educational departments and officials who can make text changes and insure that teachers proper materials.

3. I think that the information and activities of this Project should....

   Be placed in the hands of all book publishers and textbook selection committees and school superintendents, perhaps in abbreviated form so that they would read it

   Be disseminated much more widely

   Be given to the classroom teacher

   Be made available to State Department of Education and especially the Department of Vocational Education

   Be rated in such a way that credit will be given where it is due

   Be disseminated to all secondary schools - not only those with vocational subjects

   Be given to the general public, and to educational journals

4. I recommend that the Project Staff....

   Should keep working
   Write

   Continue as it is going

   Continue to publicize the results of the project, expand the activities of the project

   Continue this research and give results to school officials

   Try not to repeat each other and speak in such general educational terms - If the main purpose was to make the listener aware of the gap between the reader and the text, this could have been done in less time.

   Carry on in the same spirit they have shown thus far

   Be invited to present this information to the GVA (Georgia Vocational Association)

   Continue your good work

   Certainly continue with their work - Would like to see this type of survey expanded to include other fields

5. In reviewing my own experiences, the data presented at this meeting . . . .

Reaffirms my personal feelings about readability

Confirmed

Was new as far as some techniques go; backed up personal beliefs

Was more dramatic than I thought it to be

Should be useful to those concerned about general reading problems

Will be shared with the vocational supervisors and Vo-Tech School directors, NAE coordinators, etc. I am sure they will be quite interested

Has acted as proof to opinions previously held. Knowledge not so much of vocational education area, but particularly high school content area, where the same principles can be applied.

Will enable me to order more suitable materials for these students to use in our school library

Is correct. My fundamental students (reading level 2nd-9th grade) could not possibly use the assigned 10th grade text

Will help me particularly with growing boys toward vocational schools and knowing specifically to help them with reading

Recalls situations in the classroom in which foreknowledge of the problem of readability would have made an important difference. Also recalls situation in the army where much money and paper was used inefficiently

Was correct and up to date

Is material or procedures that should be used in more schools

Was done in a very effective manner

Support much of the data we have acquired in our Title III Project - Teaching Reading in the Content Areas for Potential Dropouts

Seems to hold true, even though my field is high school English. The textbooks we use seem to be non-readable for most students

6. The effects of this Project on students at the Vocational Education Centers . . . .

Could be very positive

Could result, if given to instructors who might use these in selecting texts, in publishers making usable texts available

Should be felt soon - if not already

Should be positive or something is wrong

Quite beneficial if appropriate textbooks can be obtained with low enough reading levels

Should prove invaluable, be beneficial to a great degree, increase their opportunity for learning and hopefully eliminate some sources of frustration

Could help their comprehension, if it causes the use of correct materials

It should help the students by first helping the teachers to select better materials according to the appropriate reading levels of the students

Will hopefully be very pronounced

Will have more relative meaning to students in Vocational Education

Should have rated a higher percentage of effectiveness

7. The way the information was presented at this meeting was . . . .

Very interesting and technical enough to be of value

Hurried

Left me behind in the rush

Good

Straightforward and clear

Good

Interesting and well organized

Informative and useful

See 1 and 4

Highly effective, convincing. Undogmatic - a rare quality for specially funded projects.

Very informal

Most interesting and moved smoothly

Excellent

8. We, who are concerned educators, should

Ask publishers' representatives for readability (or better yet, Field Test) data on texts

Consider as many variables as we can, but particularly the match between materials and students

Continue to learn and grow

Be more interested in texts - not just reading levels of students

Continue research in this area, expand to other topical areas, and bring pressure to bear on publishers, state departments and other concerned agencies

Insist that we be given the proper materials

Make publishers aware of the difference in reading level and students' average ability

Capitalize on the knowledge and resources offered us by this Project

Demand that all teachers be given the same information or make recommendation for the upgrading of this project and take a course in reading

Be concerned with each individual developing to his fullest capacity

Continue to work toward improving the vocational instruction

See that this information reaches our administrators, and we should indicate our concern to textbook publishers

APPENDIX E

Publications and Articles

(Reprinted from the Michigan Industrial Education Society Journal, XXXI(No. 3), 1972)

"HEY! CAN THEY READ IT?"

"HEY! CAN THEY READ IT?" is a question more than one vocational educator has asked himself at one time or another. Be it textbook or service manual, can the students read and understand the material? A team of concerned educators, funded under Title III of the Elementary-Secondary Education Act, is seeking answers to this question; assessing the difficulty of the textbooks, determining the grade-level of the students, surveying the teachers' attitudes concerning the textbooks, and designing curriculum material for the areas where there is the greatest difference. Dr. Roy J. Butz, director of the Reading and Language Center, Oakland Schools, Pontiac, leads the team of J. Kenneth Cerny, a specialist in Vocational Education; Lawrence J. Shepanek, a reading specialist; and Jules H. Shrage, systems specialist.

The project originated in 1967, when Dr. David Soule, division director of Vocational Education, Oakland Schools, completed a paper entitled "A Systematic Study for Vocational Education Needs in Oakland County, Michigan." As a result of this study, four regional vocational education centers were established to serve the occupational needs of the students in Oakland County. One of the concerns in the Soule study had to do with the reading abilities of the prospective students. The craft committees from business and industry suggested minimum student reading-levels as prerequisite for success in their respective vocational areas.

Pilot studies were conducted to seek answers to such questions as (1) What is the reading grade-level of students enrolled in vocational courses? and (2) What is the reading grade-level at which a student would have to be reading in order to comprehend the textbook used in that course? Reading grade-level refers to that grade at which a student is able to read with instructor's assistance; for example, if a 9th-grade student's test score indicated that he was reading at a 9th-grade level, it would be assumed that the student would be able to comprehend a 9th-grade textbook with assistance from the teacher. Results of this study indicated that there were some wide differences in the reading grade-level of the students compared with the reading grade-level of the textbooks.

BUTZ

CERNY

SHEPANEK

SHRAGE

The pilot study generated a concern for a more detailed analysis of the textbooks and the students at the four area centers; this concern was translated into the Vocational Reading Power Project. The project has three main phases: reading and students, the teacher and the textbook, and curriculum materials. The project's initial phase has three primary objectives: the determination of the reading grade-levels of the students attending the four Oakland County Area Vocational Centers; the determination of the reading grade-levels of the textbooks; and the determination of student interaction with textual materials.

The student's reading grade-level will be determined by the Gates-MacGinitie Reading Test Form F, a standardized reading test based on a norming population of 10th- to 12th-grade students which estimates the grade-level at which the students are currently reading.

The reading grade-level of the text will be determined by the Joos-Butz Readability A, a computer version of the Dale-Chall Readability Formula for assessing at what grade-level a student should be reading in order to comprehend certain written material.

These two procedures accomplish separate but parallel tasks. The Dale-Chall formula gives the reading grade-level of the book while the Gates-MacGinitie gives the actual reading grade-level of the students. Since both of these procedures are speculative in nature, and in order to give greater validity to these speculative measures, Informal Reading Inventories (IRI's) will be administered; they will be given to the classes which show the greatest difference between reading grade-level of the book (Dale-Chall) and the reading grade-level of the students (Gates-MacGinitie). These inventories will be comprehension checks of passages of the text in class, which procedure will give an accurate appraisal of the student's ability to read the textbook.

Correlation of these three measures of reading grade-level will enable the Vocational Reading Power Team to focus its efforts on the courses where there is the greatest disparity.

The second phase of the project concerns itself with a neglected area, the vocational educator. The objectives are again three: a determination of how the instructor uses the textbook; a determination of the instructor's knowledge of the reading process; and a determination of the instructor's ability to develop support material.

Up to now, any research concerned with the determination of textbook readability within a student's vocational curriculum has neglected to assess the ability of the vocational educator to convey the material represented in the textbook. The VRPT feels that to limit its concerns only to the information gained in phase one would do a disservice to the knowledges and teaching methods which vocational educators bring to their courses.

In order to compensate for these factors, the team has designed a survey which will determine the instructors' attitudes to textbook usage, knowledge of the reading processes, and their ability to construct their own support materials. This survey will be given to each of the instructors at the four area centers; the data obtained will be of critical importance to the project. With the completion of the first two phases, the VRPT will have an objective view of the difficulties that the students have with comprehension of the textbook, as well as insight into instructors' concerns with respect to the textbooks and their courses.

Those areas where the reading grade-level of textbook and student are most disparate, coupled with the instructors' concerns, will be targeted for the development of curriculum support modules.

The design of the curriculum support modules, as yet incomplete, will be independent of the textbook, and will deal with a single topic. This will allow the instructor to sequence the presentation of topics according to his instructional objectives. The project staff, in cooperation with the instructors of targeted courses in each of the centers, will develop the curriculum support modules.

Editor's Note: See convention program for Friday, 3:00 p.m.

Reprinted from the Michigan Industrial Education Society Journal,
44th Convention Report, XXXI (No. 4), June, 1972.

VOCATIONAL READING POWER (Instructional Materials) —Panel: J. Kenneth Cerny, VRP Project Vocational Specialist; Lawrence J. Shepanek, Reading Specialist; Jules Schrage, Research Specialist. Chairman: Dr. Roy J. Butz, Director of Oakland Schools Reading and Language Center, Pontiac.

The major tasks, goals, and first-year findings of the VRPP were presented to an audience of more than 50 representatives of vocational education and industry.

As discussed in a **JOURNAL** article **(1972 Convention Issue, XXXI(3), pg. 23)**, the project, headed by Dr. Butz, is based at the Oakland Schools facility in Pontiac, and is funded under Title III of the Elementary and Secondary Education Act.

J. Kenneth Cerny

The Project's goals are (1) to minimize or eliminate the communications-learning gap arising from differences between students' reading abilities and text-reading demands in vocational education; (2) to enrich teacher knowledge, attitudes, and skills, as these relate to text utilization and reading-related activities; and (3) to augment cognitive learning in vocational education. Summarized, the project's first-year activities included (a) comparing the reading-ability levels of students in the four Oakland County Regional Vocational Education Centers with the reading-difficulty levels of textbooks used by those students, and (b) surveying the center instructors to assess their knowledge and attitudes about text usage and reading-related activities.

Lawrence J. Shepanek

Results of a standardized reading test, administered in the Fall of 1971, indicated that the majority of the students tested are reading-limited learners. Of particular interest was the wide range of reading abilities demonstrated; in every occupational area, there are some students who are functionally non-readers, and other students who can read "beyond the college graduate" level.

Jules Shrage

How the reading-difficulty levels of 39 textbooks, currently in use at the centers, were determined: samples of each text were analyzed by a computerized version of the widely used Dale-Chall Readability Formula; the computerized readability program, developed by Dr. Butz and Dr. Loyal Joos, of Oakland Schools, makes possible a more rapid and precise analysis than was previously feasible. By comparing the reading-difficulty levels of the texts with the reading-comprehension levels of the students using those texts, it was found that many textbooks currently in use are too difficult for most of the students to read independently; in most courses, the average student would probably not comprehend a substantial part of his textbook(s).

Mr. Cerny then reported the results of the VRP Survey, which assessed knowledge and attitudes about text and reading-related activities of 61 vocational center instructors. Responses on the survey indicated that most instructors recognize the importance of reading skills in their courses, and rely heavily on the textbook. However, the instructors also indicated several difficulties associated with their texts: about half their students could not read the textbooks independently; a majority of the instructors spend at least some time explaining the textbook, and feel that their text is only somewhat effective; and 80% of the instructors have prepared their own instructional materials.

Conclusions:

Most of the textbooks analyzed have limited usefulness at the centers, in part because of their relatively difficult reading levels.

Most instructors consider the textbook an important instructional device, and rely upon it heavily. However, they recognize the difficulties in using textbooks, and apparently have attempted to deal with these problems by using only selected parts of the texts, and by designing their own instructional materials.

Few "easily read" textbooks are available for reading-limited students at the secondary level, and only a very few textbook producers have considered reading difficulty in the design of their textbooks.

Methods of analyzing textbook readability have not been applied, generally, in textbook selection.

Mr. Cerny described some of the project's planned activities for the next two years: providing each instructor with opportunities to participate in a variety of activities designed to improve the selection, preparation and utilization of reading and reading-related materials; and because of other procedures entailed in the project, making ancillary materials available to all students in each occupational area. It is expected that the project-identified or -prepared materials will affect not only all occupational areas at the regional vocational centers, but will also affect some of the practices and procedures of the comprehensive secondary schools whose students attend the centers.

(Reprinted from Current Projects Report, Elementary and Secondary Act Title III, Michigan Department of Education, 1972.)

OAKLAND SCHOOLS

Vocational Reading Power Project

BEST COPY AVAILABLE

TYPE OF PROJECT	Operational
PROJECT NUMBER	0671
PROJECT PERIOD	July 1, 1971 - June 30, 1974
PROJECT DESCRIPTION	Demonstration

PROJECT OBJECTIVES: (1) To minimize or eliminate the communications-learning gap arising from differences in students' reading abilities and text-reading demands in vocational education. (2) To augment cognitive learning in vocational education. (3) To enrich teacher knowledge, attitudes, and skills, as these relate to text utilization and reading - related activities.

MAJOR ACTIVITIES UNDERTAKEN TO ACHIEVE OBJECTIVES: (1) Assess the reading achievement of students attending each of the four regional vocational education centers, evaluate the text-readability of textbooks selected for use in the occupational curricular areas; identify any discrepancies existing between text-readability demands and student reading achievement levels; using multiple criteria, identify three or four occupational areas for which text-free curriculum modules will be developed to enable students to cope with the reading demands of those occupational areas; through post-testing, assess reading growth of students prior to development and use of support modules. (2) Evaluate occupational cognitive growth prior to development and use of support modules. Develop and operationalize procedures to develop student and teacher understanding and use of auxiliary materials. (3) Develop and administer a survey of vocational education teachers to assess their knowledge and attitudes toward and use of reading and reading-related activities. This instrument will be used to assess project impact by replicating the administration of the survey at an appropriate time(s). Selected vocational education teachers from the regional centers will be involved in the preparation of the text-free curriculum modules.

EVALUATION DESIGN: (1) Pre- and post-testing within year longitudinally will provide both basic formative as well as summative data relevant to student status and achievement relevant to reading achievement and cognitive growth within occupational areas. (2) Dale-Chall Readability formula employing the Joos-Butz computerized procedures will be employed in the text evaluation. (3) Surveys and interviewing techniques and schedules will be employed to assess both status perceptions and to monitor project process procedures: a) as they relate to public(s') and publishers' awareness and participation, and b) to project inservice functions.

PROJECT DIRECTOR:

Dr. Roy J. Butz
Oakland Schools
Reading and Language Center
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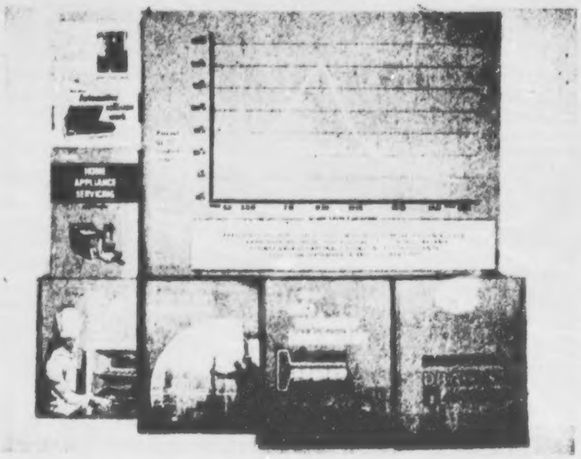
(313) 338-1011 ext. 442



eprinted from the Oakland Schools Report, Vol. 7, No. 2, October 1971.)

VOCATIONAL READING POWER SPECIALISTS

Cerny

Shrage

Shepanek

Vocational Reading Project Moves To Second Phase

Studies to determine the reading level of students in the four Area Vocational Centers, the way the vocational faculty uses reading materials and the reading materials themselves are being completed in the first phase of the Vocational Reading Power Project.

Funded under Title III, ESEA, the Project will ultimately produce instructional materials "curriculum support modules," to match the reading strengths of the students and the text materials used in vocational-technical courses.

A three-man team is assigned to the Project. J. Kenneth Cerny, whose background includes, teaching automotive courses at Detroit's Cass Technical High School, and heading the vocational department of the Aero-Mechanics Vocational High School, is the specialist in the vocational instruction area. Lawrence J. Shepanek, the reading specialist, was a reading teacher in Southfield Senior High School and has been an intern in the Oakland Schools' Reading and Language Center. Jules H. Shrage, systems specialist, has had varied experience in research design and in providing support skills for the development of multi-media instructional programs.

Students of all four Area Vocational Centers have already been given the Gates-MacGinitie reading achievement tests. Reports on the reading tests will indicate where the greatest effort in providing curriculum support materials must be aimed.

A questionnaire, now being printed, will survey the sixty vocational education teachers on their practices in using text books and other printed materials. "Some teachers use everything but the text-book," Cerny explained. "Others use the text as their chief instructional tool." The survey of teachers will also determine how teachers evaluate reading skills, what importance they place on the ability to distinguish between fact and opinion, to recognize what is implied as well as what is stated and to visualize from a written description.

Oakland Schools' basic computerized Readability Program has been modified to assess the level of difficulty of the vocabulary and sentence structure in vocational text materials. This phase of the preparatory work on the project involves key punching samples from each textbook and running samples against a list of common words which is based on the 1948 Dale Chall list and updated in 1967 by Holmquist, Kucera and Francis. Length of sentences and frequency of uncommon words are calculated in a formula to produce an approximate grade level of the materials.

In experimenting with the modified Readability Program, the Project team has discovered that assuming a few key words in a particular text are known by the student or can be quickly taught, the readability level of the materials can be reduced by as much as four grade levels.

"The auto mechanics text I had successfully used in Cass Tech for years came through a sixteenth grade reading level," Cerny reported. "I eliminated 'manifold' and 'exhaust' from the uncommon word list for this particular book and it scored at the twelfth grade reading level."

Word lists to alert teachers to probable vocabulary deficiencies will be a part of the curriculum support modules to be constructed for a number of courses. Topics within a single text produce different Readability scores. These will be identified for the teacher as a guide to whether students can be expected to read independently, with instruction or be frustrated by the topic.

By the end of October, the Project team will have readability samples keypunched from 60 text-books and be ready to match the data from the text-book analysis against the data from 2000 reading achievement tests. They will also have for consideration the responses from the teacher survey.

"Then the main task of the Project can begin," said Shrage. "Producing the curriculum support modules is our purpose. So far, we have laid the groundwork."

Vocational teachers themselves will write the materials under the direction of Shrage, Cerny and Shepanek.

(Reprinted from Oakland Schools Occasional, 1972.)

VOC READING TRIO REPORT ON TEACHER SURVEY

Text books in vocational subjects are "less than effective instructional tools requiring class time for clarification," the team of Cerny, Shepanek and Shrage concluded after reviewing the data from a survey of the 61 teachers in the Area Vocational Centers.

Completed in January, the survey assessed the knowledge attitudes and practices of text book use and related reading activities of vocational teachers.

Reading ability is "very important" in their classes, 47 per cent of the instructors responded, with more than three-quarters saying that students should be able to visualize from written description and apply text book principles to practice.

A quarter of the teachers said they spent "much" time explaining the text book. A third said the text book was the primary source of applied or practical information in their courses. Ninety-two per cent found the text book most useful in the explanation of practical application and 88 per cent found the books useful in the explanation of theory. A similar number felt illustrations were useful.

Eighty per cent said they prepare their own instructional materials and 95 per cent supplemented the text books with reference materials from the class shop or library.

There was near unanimous agreement on "instructor working with individual students and laboratory work" as very effective instructional techniques. Library research was rated "somewhat effective" by 47 per cent and simulation activities received a similar rating from 45 per cent.

The companion survey, a study of the students' ability to meet the expectations of their instructors in reading skill and comprehension, will be revealed in next week's exciting Occasional.

* * *

FOR SALE

One and a half year old Wards Signature sewing machine (portable). Does everything. Call 673-7464 between 7 and 9 p.m. Tuesday through Thursday. Best offer.

* * *

FOR SALE

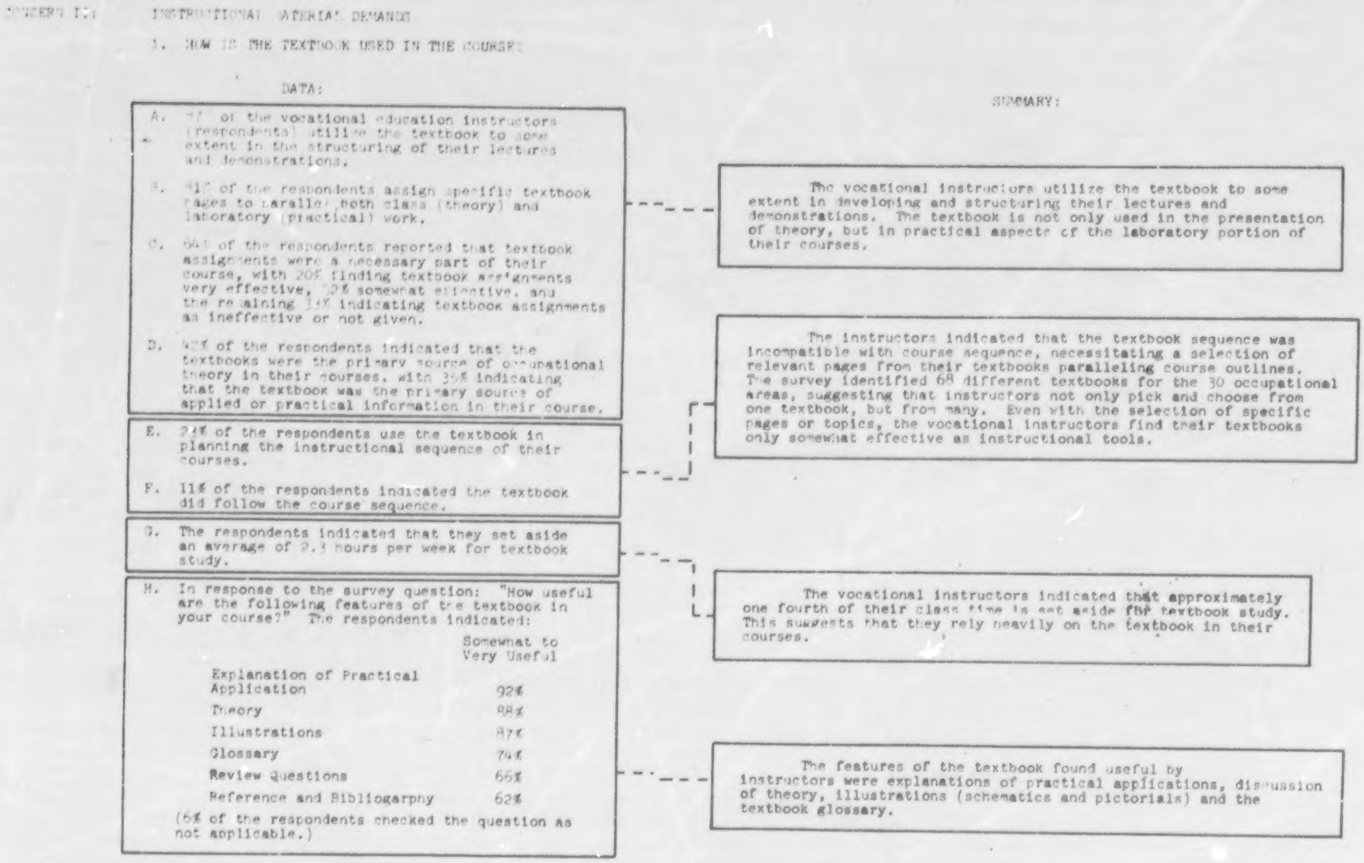
1969 Ford XL - 31,000 miles. Black vinyl fast back roof, Indian Fire Red, power disc brakes and steering. Rust proofed, new poly glass tires, shocks, brakes. Perfect condition - $1750.00. OR3-6462 or see Marge Sallee. Call after 5 p.m.

* * *

, (Reprinted from Oakland Schools Occasional, 1972.)

VOC READING TRIO DESIGN READABLE REPORT FORMAT

Valuable and profound as their findings on the textbook practices of vocational teachers might be, Cerny, Shepanek and Shrage have rendered even more distinguished service in the design of a highly readable report format. A reduced two-page spread is printed below. Copies of the original may be obtained from Vocational Reading Power, L-30.



CONCERN II: INSTRUCTIONAL MATERIAL DEMANDS

1. HOW IS THE TEXTBOOK USED IN THE COURSE?

DATA:

A. [illegible] of the vocational education instructors (respondents) utilize the textbook to some extent in the structuring of their lectures and demonstrations.

B. 91% of the respondents assign specific textbook pages to parallel both class (theory) and laboratory (practical) work.

C. 64% of the respondents reported that textbook assignments were a necessary part of their course, with 20% finding textbook assignments very effective, 32% somewhat effective, and the remaining 34% indicating textbook assignments as ineffective or not given.

D. 42% of the respondents indicated that the textbooks were the primary source of occupational theory in their courses, with 35% indicating that the textbook was the primary source of applied or practical information in their course.

E. 23% of the respondents use the textbook in planning the instructional sequence of their courses.

F. 11% of the respondents indicated the textbook did follow the course sequence.

G. The respondents indicated that they set aside an average of 2.3 hours per week for textbook study.

H. In response to the survey question: "How useful are the following features of the textbook in your course?" The respondents indicated:

	Somewhat to Very Useful
Explanation of Practical Application	92%
Theory	88%
Illustrations	87%
Glossary	74%
Review Questions	66%
Reference and Bibliogarphy	62%

(6% of the respondents checked the question as not applicable.)

SUMMARY:

The vocational instructors utilize the textbook to some extent in developing and structuring their lectures and demonstrations. The textbook is not only used in the presentation of theory, but in practical aspects of the laboratory portion of their courses.

The instructors indicated that the textbook sequence was incompatible with course sequence, necessitating a selection of relevant pages from their textbooks paralleling course outlines. The survey identified 68 different textbooks for the 30 occupational areas, suggesting that instructors not only pick and choose from one textbook, but from many. Even with the selection of specific pages or topics, the vocational instructors find their textbooks only somewhat effective as instructional tools.

The vocational instructors indicated that approximately one fourth of their class time is set aside for textbook study. This suggests that they rely heavily on the textbook in their courses.

The features of the textbook found useful by instructors were explanations of practical applications, discussion of theory, illustrations (schematics and pictorials) and the textbook glossary.

* * *

PLEASE DO NOT PARK IN THE DRIVES

Cars parked in the convenient spots in front of the building make it not only inconvenient, but absolutely impossible to keep the snow cleared away, Administrative Assistant Robert Reeves, points out. Please, park in the parking lot, not in the drives.

* * *

(Reprinted from Oakland Schools Occasional, 1972.)

In teaching comprehension of oral language, the speaker recommended moving from the specific to the general. "Show me a dime" is followed by "Show me money" and then, "Show me something to buy things with."

She cautioned against quick diagnosis of hyperactivity. "Find out if the hyperactive child can settle down to a task of his liking," she advised, "before deciding that it is inner drive that is preventing him from doing assigned tasks."

* * *

WANTED: Wheelchair for my father-in-law. Maria Wyse, switchboard or ext. 242.

* * *

VOCATIONAL READING POWER DESCRIBED FOR SOUTHERN GROUP

Oakland Schools Vocational Reading Power Project was sufficiently attractive to the planners of a conference on Maximizing Reading Resources for All Children that Dr. Roy Butz was extended a late invitation to participate and space made in a previously planned program for his presentation.

The occasion was the first Southeastern Regional Conference of the International Reading Association in Atlanta Thursday through Saturday.

Dr. Butz' material was called the most substantive at the conference. He was invited to participate in a week long conference of the Mississippi State College for Women in June when a full day will be set aside for reading in vocational education. Gulf Shore vocational educators and directors are to be invited.

* * *

CORRECTIONS FOR LAST WEEK'S OCCASIONAL REGARDING VIDEO TAPE:

Accoustically not orthopedically handicapped for Leon Hall tape, "Testing of Accoustically Handicapped Children."

Ext. 325 or 307 for request of viewing video tapes.

* * *

DR. HALL NAMES CULPRITS IN THE I.Q. BIND

"Legislators, bureacrats and educational administrators are the culprits behind the inequities in the use of tests for the purposes of labeling and placing children," Dr. Leon Hall declared before some 800 leading educators in a National Education Association conference on testing in Washington, D.C. Friday.

(Reprinted from Oakland Schools Occasional, 1972.)

VOCATIONAL READING POWER DRAFTS CLASSROOM INSTRUCTORS

The people working round the littered table in L34 conference room change weekly, but the task remains the same.

The people are instructors in courses at the Vocational Area Centers. Their task is to study the printout of samples of the text books used in their courses that lists uncommon words and to find some common words to define the uncommon ones.

"That's just the beginning," said Gene Crockett, who is the diesel power instructor at SEAVEC, "to give us the idea. Then we go through the rest of the text book and remember our experience with the students and find other words that need definition."

They are listing special technical words, general technical words and general vocabulary words that are beyond the comprehension of most of the students. Each word is to have two definitions, first a usual dictionary definition, then a definition that could be understood by the average second grader. Clusters of words that are stumbling blocks for students are to get the same treatment.

The product is to be a glossary for each course for the use of both teachers and students.

The instructors have the backup of the Vocational Reading Power team, Dr. Roy Butz, Dr. Ken Cerny, Larry Shepanek and Jules Schrag as well as the consultants of the Vocational Education Division.

On the job this week are:

Louis M. Cooper, Appliance Repair, SEAVEC
Steve Christophersen, Auto Mechanics, SEAVEC
Gary Houck, Auto Mechanics, SEAVEC
Ruth Trombley, Retail Plant, SEAVEC

(Reprinted from Oakland Schools Occasional, 1972.

FRIDAY, SEPTEMBER 15, 1972

Data Processing Payroll Users - [Room 475, 9:00 a.m.]

MONDAY, SEPTEMBER 19, 1972

Transportation, Basic Principles - [Room 335, 7:00 p.m.]

OAKLAND SCHOOLS PROJECTS IN TOP QUARTER ON EVALUATIONS

At the end of their first year, Oakland Schools two Title III projects ranked with the top quarter of all projects in the state in the Evaluation Reports of the Michigan Department of Education.

The 25 projects were rated on management, activities, goals, evaluation and impact.

The Hard of Hearing Child in the Regular Classroom project directed by Dr. Larry Paul, was one of four to be given excellent ratings in four out of five categories. The rating slipped to "good" on project activities. No project was rated excellent in all five areas. Evaluators cited the project for evaluation design, qualified enthusiastic, competent staff. "The project is ideally based," the report stated. "It has access to ample technical and support services." On the negative side, the report listed instability of equipment, delays in developing and evaluating the audio-visual instruction unit for parents and teachers. The evaluators recommended that graphic work essential to the project be subcontracted outside of Oakland Schools because of the time factor.

The Vocational Reading Power Project, directed by Dr. Roy Butz, was one of three projects receiving three "excellent" and two "good" ratings. The "good" scores were in the areas of project activities and project evaluation.

Strengths of the project were listed as staff competence, dissemination, data sharing and focus. In listing weakness of the project, evaluators noted, "The representativeness of students in the sample to the universe of students in Oakland County was asserted but not demonstrated." Actually, vocational students were not tested for reading ability on a sample basis. All vocational students were tested last October.

APPENDIX F

Letters of Interest, and Requests for Information and for Data

Gregg Division

McGraw Hill Book Company

1221 Avenue of the Americas
New York, New York 10020

September 14, 1972

Mr. J. Kenneth Cerny, Ed. D.
Associate Director
Curriculum Vocational Reading Power Project
Oakland Schools
2100 Pontiac Lake Road
Pontiac, Michigan 48054

Dear Mr. Cerny:

A number of our editors and several of our authors have had an opportunity to study some of your computer print-outs in connection with your Vocational Reading Power Project.

To my knowledge, you are doing more to relate instructional materials and student understandability than any other group in the country. I commend your efforts and I certainly hope you will be able to share additional studies with us.

In the near future I hope I will be able to visit the Occupational Resource Center in order to get some first-hand information on the real implications of your work for educational publishing.

Best wishes.

Sincerely,

Larry Walsh

Lawrence A. Walsh
Editor in Chief
Career Education

LAW/jrt

cc. Mr. Charles Youngquist

THE UNIVERSITY OF MICHIGAN

School of Education
Corner East and South University Avenues
Ann Arbor, Michigan 48104

Occupational Education Programs
Telephone: 313-764-8423

August 18, 1972

Mr. Lawrence J. Shepanek
Reading and Language Center
Oakland Schools
2100 Pontiac Lake Road
Pontiac, MI 48054

Dear Mr. Shepanek:

Thank you very much for taking the time to talk with the members of our Leadership Development Program in Administration of Vocational and Technical Education today. Your presentation has given us valuable insight and perspective which will be beneficial in the years ahead.

Again, on behalf of all participants, I extend my appreciation for your participation in our program. Will you please convey our thanks also to Dr. Cerny, Dr. Shrage and Dr. Butz.

Sincerely yours,

Donald P. Van Orden

Donald P. Van Orden, Chairman
Program Committee

DPV:bsh

CHRYSLER
LEARNING INC.

September 19, 1972

Dr. J. Kenneth Cerny
Oakland Schools
2100 Pontiac Lake Road
Pontiac, Michigan 48054

Dear Dr. Cerny:

We are most interested in the techniques that have been developed by you and your associates analyzing and evaluating reading levels of presentation content and associated text material. For many years educators have tested students to determine individual reading levels but, to the best of our knowledge, your group is the first to evaluate what could be classified as the input.

In ascertaining the validity of the teaching-learning situation, we feel that all three elements must be considered. These elements would include but are not limited to: the teacher or instructional process; the student; and the content. As a result of your studies we are convinced that all three elements must be in proper relationship to the others if effective learning is to take place.

We are gratified to find that through your research we are now provided a way to evaluate in a reliable and highly valid manner all phases of the instructional process. We are extremely interested in taking advantage of these services.

Sincerely yours,

David R Carlson

David R. Carlson
Mgr. - Records, Reports & Procedures

DRC:at

P. O. BOX 8290, HARPER STATION, DETROIT, MICHIGAN 48213

DETROIT PUBLIC SCHOOLS
DIVISION OF CURRICULUM AND EDUCATIONAL RESEARCH
OFFICE FOR IMPROVEMENT OF INSTRUCTION
WORLD OF WORK EDUCATION
BUSINESS EDUCATION, HOME ECONOMICS,
INDUSTRIAL EDUCATION, MANPOWER DEVELOPMENT AND TRAINING
5057 WOODWARD DETROIT, MICHIGAN 48202 PHONE 313/833-7900

September 18, 1972

Dr. Joseph Kenneth Cerny
Vocational Reading Power Project
Oakland Schools
2100 Pontiac Lake Road
Pontiac, Michigan 48054

Dear Ken:

I am pleased to advise you that our Vocational Department Heads have asked to have you make a presentation on your Vocational Reading Power Project.

The meeting is scheduled for Thursday, February 15, 1973 in the library of the Winterhalter Junior High School, 12121 Broadstreet, between Cortland and Elmhurst, at 3:00 P.M. Refreshments will be served at 2:30 P.M. Why don't you plan on coming at that time so you can renew old friendships?

If you will advise me as to any special equipment needs (Projector, screen, mikes, etc.), I will be glad to make the arrangements for getting them for you.

In the event you plan to bring handout materials, an attendance of 50-60 people can probably be expected.

We now have Centrex II telephone service. You can reach me, direct, at 1-313-494-1653.

Most sincerely,

Ernie

Ernest J. Coverdill

EJC:mp

cc: Melvin C. Kavieff
Jack T. Duvall

MELVIN C. KAVIEFF, PRINCIPAL-COORDINATOR
CENTRAL ADMINISTRATION:
ELMER W. MCDAID, ASSISTANT SUPERINTENDENT
CHARLES J. WOLFE, GENERAL SUPERINTENDENT OF SCHOOLS

Flint Community Schools
FLINT, MICHIGAN

August 28, 1972

Mr. J. Kenneth Cerny
Vocational Specialist
Oakland Schools
2100 Pontiac Lake Road
Pontiac, Michigan 48054

Dear Mr. Cerny:

Having contacted you initially to take part in the Career Education Conference, I should like to take this opportunity to thank you, and the others from Oakland Schools, for your very excellent presentation on Vocational Reading Power. It was one of the high points of the conference, and I'm most appreciative of the time and effort that went into your excellent presentation.

Thank you.

Yours very truly,

Richard G. Loomis, Principal
Genesee Area Skill Center

gh

ava

September 19, 1972

Dr. J. Kenneth Cerny
2100 Pontiac Lake Road
Pontiac, Michigan 48054

Dear Dr. Cerny:

Mr. Clare Rejahl recently discussed with me on the telephone, the research project in which you have been involved and also your desire to seek visibility at the 1972 AVA Convention.

Mr. Rejahl has also sent me an excellent packet of materials regarding your project.

Our 1972 convention currently is "locked in." If you wish to perhaps offer this program to one of our divisions or departments for the 1973 meeting in Atlanta, may I suggest that you write me directly after the first of the year. I, in turn, will make the announcement at the Spring meeting in which all departments and divisions begin preliminary planning for the Atlanta meeting.

Sincerely,

John P. Hudson

John P. Hudson

JPH:eb
cc: C. D. Rejahl

Northeast Oakland Vocational Educational Center

project Growth

Ernest L. Russell, *project director*
Marvin E. Hess, *placement coordinator*
1371 N. PERRY ST., PONTIAC, MICH. 48055 • 334-3541

September 12, 1972

Ken Cerny
Vocational Reading Power Project
2100 Pontiac Lake Road
Pontiac, Michigan 48055

TO WHOM IT MAY CONCERN:

The Vocational Learning Center is interested in utilizing the vocational vocabulary lists being developed by the Vocational Reading Power Project. The vocabulary lists will become a part of an instructional program in reading and language arts for the adult student who needs them to aquire skills in his vocational training for job placement.

Sincerely yours,

Sandra L. Davidson

Sandra Davidson
Vocational Learning Center
Project Growth

SD/cal

Enclosure

Lenawee Area Vocational-Technical Education Center
2345 N. Adrian Hwy.
Adrian, Michigan 49221

August 23, 1972

Dr. Ken Cerny
Vocational Reading Project
Oakland Schools
2100 Pontiac Lake Road
Pontiac, MI 48054

Dear Ken,

I thought I would drop you a line to insure you of my definite interest in your project. After all of your many presentations, you probably don't remember all of the requests. You made a presentation to our Leadership Development Program class on August 18, 1972 at the Univ. of Michigan, and I expressed an interest in your work. I am presently at the Lenawee Vocational Center and the reading power implications for us are most significant.

I am not sure when we would request your assistance, but rest assured that sometime during the 1972-73 school year I shall be making that request.

Keep up the good work and I shall look forward to talking with you in the future.

Sincerely,

Bruce Stephens

Bruce Stephens ,
Assistant Director

BS/rb

LANSING SCHOOL DISTRICT
LANSING, MICHIGAN

OFFICE OF
DIRECTORS
AND
CONSULTANTS

Mrs. Janet Connolly
Secondary Reading Consultant
Lansing Public Schools
North "A" Building
Lansing, Michigan 48910

Roy J. Butz, Ed.D.
Oakland Schools
2100 Pontiac Lake Road
Pontiac, Michigan 48053

Dear Roy,

First of all, Roy, I want to express my sincere appreciation for your assistance on December 17, in conducting in-service with the Lansing Central Administration. You have no idea of the impact you had on them that day, and the subsequent response to the reading emphasis here.

Secondly, I regret that I will be unable to attend the next meeting of M.I.R.A. members as I have scheduled in-service for February 10, in addition to having made plans for testing all secondary students in the Lansing schools. I have attached to this letter my last bi-monthly bulletin to that effect. I would appreciate, however, any notes of that meeting, as well as information regarding furure meetings, conferences, etc.

Thank you once again.

Sincerely,

Jan

Mrs. Janet Connolly
Secondary Reading Consultant

JC:jn
Attachment

BOARD OF EDUCATION
INGHAM INTERMEDIATE SCHOOL DISTRICT
2630 W. HOWELL ROAD MASON, MICHIGAN 48854
AREA CODE 517 676-2481

December 31, 1971

Dr. Roy Butz, Director
Reading and Language Center
Oakland Schools
2100 Pontiac Lake Road
Pontiac, Michigan 48054

Dear Dr. Butz:

On behalf of Georgette Silber and Barbara Jacoby, let me thank you for taking time out from what I am sure is a very busy schedule to meet with us on Monday, December 13. We were all very impressed (and somewhat distressed) with the implications of the research you are doing. This information, however, will be quite valuable to us when we begin programming for students in our Center.

As a result of our conversation with you and your staff members, we will probably utilize the Gates-MacGinitie Reading Test, Form F as a survey instrument on all students who will be attending our Capital Area Career Center. We will then select students who score below a certain grade level and administer an informal reading survey. This information should provide us with the type of diagnostic information that will be beneficial to working from a remedial standpoint with our students.

I am sure, Dr. Butz, that as our Center becomes a reality, we will be calling upon you or members of your staff for additional consultation and hopefully coordination of activities. Naturally, if there is any way we could be of assistance to you, we would be more than willing to oblige. I am sure the results of your research, Dr. Butz, will have far reaching implications for what will happen in Vocational Education during the next few years.

Sincerely,

Robert B. Thelen
Coordinator, Student Services

RBT/db

CENTRAL MICHIGAN UNIVERSITY

February 2, 1972

Dr. Roy J. Butz, Director
Vocational Reading Power Project
Oakland County Intermediate School District
2100 Pontiac Lake Road
Pontiac, Michigan 48054

Dear Dr. Butz:

This letter is to confirm my earlier phone conversation with J. Kenneth Cerny concerning your participation in the MIES Convention program on Friday, April 28, 1972 at 3:00 p.m. in Committee Room "E" of the Civic Center in Grand Rapids. The topic presented will be "Vocational Reading Power".

Further details concerning the program are contained in the attached program sheet. If you have any questions, or corrections, please feel free to write or phone.

With best regards, I am

Sincerely,

Louis Ecker, Program Chairman
MIES
Department of Industrial Education
and Technology

cc: J. Kenneth Cerny
Jules H. Shrage
Lawrence Shepenek
Ron Mango

/dh

MOUNT PLEASANT, MICHIGAN 48858

Wayne Memorial High School
3001 Fourth Street
Wayne, Michigan 48184
April 12, 1972

Oakland County Intermediate School District
3100 Pontiac Lake Road
Pontiac, Michigan 48054

Dear Dr. Butz:

On Monday at 10:30 I attended the session that was presented by members of the Oakland Intermediate School District. The meeting was extremely informative and timely. I did receive the packet of material but some theif took all my materials from the conference out of my car last night. I really can't imagine him selling catalogues, notes, etc., but I do hope the person can read.

Please send me another packet of the material. We do plan to put it to some use. This could be a "door" to our Industrial Arts Department.

Sincerely,

Nancy Boyd

Nancy Boyd
Reading Consultant

sem

SYRACUSE UNIVERSITY

READING AND LANGUAGE ARTS CENTER · 508 UNIVERSITY PLACE · SYRACUSE, NEW YORK 13210

June 1, 1972

Mr. Jules Shrage
Vocational Reading Power Project
2100 Pontiac Lake Road
Pontiac, Michigan 48054

Dear Mr. Shrage:

I hope the programs of the Fourteenth Annual Reading Conference have arrived. We are delighted you could accept our invitation to participate and very much look forward to your presentation.

Should you need any further information for your files, please feel free to contact me. Otherwise, we shall consider this letter a "formal" invitation to participate in the Fourteenth Annual Reading Conference, June 26 - 29, 1972.

Sincerely,

Lyndon W. Searfoss
Conference Coordinator

LWS:jcf

THE UNIVERSITY OF GEORGIA
COLLEGE OF EDUCATION
ATHENS, GEORGIA 30601

THE READING DEPARTMENT
309 Aderhold Building

June 2, 1972

Mr. Jules Schrage
Oakland Schools
2100 Pontiac Lake Road
Pontiac, Michigan

Dear Mr. Schrage:

This letter is to verify our invitation to you to present the results of your Vocational Reading Program at the 33rd Annual Georgia Reading Conference on June 21-24, 1972. Since we operate our conference on a very limited budget, we will be unable to reimburse you for your expenses; however, we do feel that this will give your staff an excellent opportunity to present your results to a number of Georgia vocational educators. Our final program will be printed next week, and we will try to get these details to you by the 12th of June.

As you have requested, we have made reservations (double occupancy) for your party of four at the Georgia Center.

We look forward to having you with us on the 21st.

Sincerely,

Ernest K. Dishner

Ernest K. Dishner
Co-Chairman
Georgia Reading Conference

EKD:dt

cc: Dr. Robert Aaron

THE UNIVERSITY OF GEORGIA
COLLEGE OF EDUCATION
ATHENS, GEORGIA 30601

THE READING DEPARTMENT

June 30, 1972

Dr. Nathaniel Peters
Oakland Schools
2100 Pontiac Lake Road
Pontiac, Michigan 48054

Nat:

In conversing with one of our better graduate students, I received some feedback which made me feel good again. When I asked him what he thought of the Michigan men and their presentation, he answered in one short phrase which summed it up nicely:

Sharp!

Cheers,

Joe

Joseph M. Peterson
Assistant Professor

JMP:gd

[illegible]

project Growth

[illegible] director

[illegible] coordinator

[illegible] MICH [illegible]

July 6, 1972

Mr. Jules H. Shrage
Oakland Schools
2100 Pontiac Lake Road
Pontiac, Michigan 48054

Dear Mr. Shrage:

Thank you for your time and courtesy in explaining the purposes of the Vocational Reading Power Survey and discussing with us the implications that the development of a Vocational Resource Center has for Project Growth. We are including the information about Project Growth that you asked for.

Please feel free to contact us at anytime.

Sincerely,

Sandra L. Davidson
Sandra Davidson
English Instructor

Matthew McNeal
Matthew McNeal
Math Instructor

SD/MM:rmb

Enclosures:

SYRACUSE UNIVERSITY

READING AND LANGUAGE ARTS CENTER 508 UNIVERSITY PLACE | SYRACUSE, NEW YORK 13210

July 12, 1972

J. Kenneth Cerny
Lawrence J. Shepanek
Oakland Schools
2100 Pontiac Lake Road
Pontiac, Michigan 48054

Ken and Shep:

May I take this opportunity to thank you for your part in making the Fourteenth Annual Reading Conference a successful and rewarding experience for the staff and participants. Your efforts, energy and enthusiasm were greatly appreciated. I only wish we had had more time to chat informally. Perhaps we will at another time.

Thank you again for your participation.

Lyn Searfoss

LS/c

THE UNIVERSITY OF GEORGIA
COLLEGE OF EDUCATION
ATHENS, GEORGIA 30601

THE READING DEPARTMENT
309 Aderhold Building

July 17, 1972

Mr. Jules H. Shrage
Associate Director, Research
Oakland Schools
Reading and Language Center
2100 Pontiac Lake Road
Pontiac, Michigan 48054

Dear Mr. Schrage:

We feel that the 33rd Annual Reading Conference, sponsored by the University of Georgia's College of Education, was a decided success. Much of the credit for that success goes to those of you who led the various small group sessions. We would like to take this opportunity to thank you for the contribution you made to this year's proceedings. Feedback from your symposium session on your Vocational Reading Power Project has been very positive.

Again, thanks for a job well done.

Sincerely,

Bob W. Jerrolds
Bob W. Jerrolds

Ernest K Dishner
Ernest K. Dishner
Conference Coordinators

BWJ/EKD:ih

APPENDIX G

Selected Bibliography

Selected Bibliography

The following is a selected listing of some of the references used by the Project in its research and development activities:

1. Readability

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